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ABSTRACT

This document contains 60 sample projects that can be used in an experience-based career education (EBCE) program. (Experience-based career education is a type of program in which high school students spend a major portion of their time on learning projects in the community. Activities in EBCE are tailored to individual needs, abilities, learning styles, and goals, and students are guided in their learning through on-going relationships with a variety of working adults in the community.) The sample projects presented in this packet illustrate the wide range of approaches teachers can use when writing individualized learning projects for students using nonclassroom resources. The samples are real. They represent hundreds of student projects that were written and carried out in six EBCE programs, and, as such, reveal the workability of the project approach to learning. In this packet, sample projects are given for each of the EBCE curriculum's five Life Skills categories: critical thinking, personal/social development, science, functional citizenship, and creative development. Each section of the packet contains the following material: learning objectives, a sample predesigned project as a "starter," and several sample individually negotiated projects. In addition, three appendixes are provided at the end of the packet to illustrate how the same interest area, topic, or theme can be interpreted in substantially different ways for students with different basic skills needs, and how the learning needs and interests identified in a student's profile can lead to several different, individually negotiated projects. (KC)

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PROJECT IDEABOOK

Sample Student Projects Using the
Community as a Learning Resource

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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A Supplement to
EBCE Staff Training

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Northwest Regional Educational Laboratory
1976

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WHAT IS EBCE

Experience-Based Career Education (EBCE) is a fundamentally different type of education for secondary students. While students in traditional programs attend full-day classes at the high school, EBCE students spend a major portion of their time on learning projects in the community. Activities in EBCE are tailored to individual needs, abilities, learning styles and goals, and students are guided in their learning through ongoing relationships with a variety of working adults in the community.

Through real world interactions with adults, EBCE students learn about careers, about life, about other people, about themselves. In addition, students learn the basic skills of critical thinking, science, personal and social development, functional citizenship and creative development. They gain competence in the skills adults need to function effectively in a technological society. They learn to be responsible by helping design their own learning activities and by following a set of accountability standards that parallel the standards working adults are expected to maintain on the job.

Perhaps most importantly, students in EBCE learn how to learn: how to plan learning activities, how to find and use resources in the community and how to build on experience. Learning becomes for them a lifelong process with its own rewards directly related to each individual's personal choices and goals.

In the fall of 1972, a model EBCE program began operating in the Tigard, Oregon, School District with the sponsorship and technical assistance of the Northwest Regional Educational Laboratory (NWREL) and with funding from the National Institute of Education (NIE). This EBCE program is still in operation and its funding and operation have been assumed by the Tigard School District.

Since initiation of this original demonstration program, over 50 local EBCE programs around the country have been started with NWREL's assistance. Although each has adapted the model to its own local needs and conditions, all programs exemplify the essential characteristics listed above and identify themselves as EBCE programs. EBCE continues to prove itself as an educationally sound alternative that appeals to young people, their parents, their communities and their schools.

INTRODUCTION

A project is a format or method for designing learning activities which are

1. problem-centered--beginning with a question or issue for which the student must seek a solution
2. related in topic or theme
3. logically connected
4. interdisciplinary--combining learning in more than one skill or subject area (e.g., basic skills, life skills and career development)

Projects provide an effective way of using individual student self-assessment and diagnostic data for educational planning, a structure to help staff monitor and support individual learning experiences, and a standardized format for students to use while pursuing individualized and self-directed learning activities. Projects are also a major technique for organizing community-based learning and helping students synthesize their site experiences with other learning activities.

Projects allow students to explore and refine personal interests, help students increase their proficiency in the performance of basic skills (reading, writing, communications) and provide students with a way of understanding the application of any school subject and learning process to real life situations.

Projects also help students acquire and practice such "learning how to learn" skills as critical thinking/problem solving, negotiation with peers and adults, self-assessment, goal setting and planning, use of resources (both human and material), scheduling and use of time, and accountability both to self and to program expectations.

What This Packet Gives You

The 60 sample projects presented in this packet illustrate the wide range of approaches you can use when writing individualized learning projects for students using nonclassroom resources.

The samples are real. They represent hundreds of student projects that were written and carried out in six Experience-Based Career Education (EBCE) programs and, as such, reveal the workability of the project approach to learning. They were chosen not simply because they are "good" but because they reflect the varying abilities of students and the widely differing resources that can be utilized.

Student names have been changed to assure anonymity and the organization of components has been standardized. In some cases projects have been expanded, i.e., activities have been added in order to suggest more options. Terminology and materials specific to individual EBCE programs have been deleted.

Explaining the Project Form

The illustration on the facing page is keyed to the following descriptions of the various parts of the project form used for the samples in this packet. A review of these parts can help you in writing and negotiating projects with your own students.

The cover sheet for each project contains the following:

- (A) Life Skills Area and Project Title. Each project centers on a particular Life Skills area or unit of study. The titles define the topic of study even further.
- (B) Community Site and Community Instructor. The names of the primary places and persons that students will use for resources on the project activities are noted, particularly when community resource people will be asked to certify student performance.
- (C) Starting, Target and Completion Dates. Students and staff should agree on starting and completion dates for the entire project as well as for the individual activities within it (see the sample Activity form, page 4).
- (D) School Staff Rationale. Here the staff person who is developing a project with a student states why the project is reasonable for the student and includes anything that should be noted about incorporating basic skills activities. The statement should be brief but explicit. Final evaluations and recommendations will be made in relation to this baseline paragraph.
- (E) Student Rationale. The student also develops a short statement about why the project topic was chosen and

* The term "school staff" is used throughout this packet to refer to "learning managers," "learning coordinators," "teachers" or whatever your program calls the staff persons who will be negotiating projects with students and assisting them through the project process.

PROJECT COVER SHEET:

STUDENT NAME _____	LIFE SKILLS AREA (A) _____
PROJECT TITLE (A) _____	COMMUNITY SITE/INSTRUCTOR (B) _____
SCHOOL STAFF RATIONALE: (D)	
STUDENT RATIONALE: (E)	
PROJECT EVALUATION: (F)	
RECOMMENDATIONS: (F)	

Starting Date _____
 Target Date _____
 Date Received _____
 Completion Date _____
 (C)

how it relates to personal interests, needs and abilities. This statement should result from a staff/student discussion about the student's strengths and weaknesses and how the project will help the student achieve specific learning goals and move toward broader career/life goals.

(F)

Project Evaluation and Recommendations. When the project is completed, the staff person summarizes the comments that have been made for individual project activities ("School Staff Evaluation" section on each Activity form; see sample, page 4) and discusses the extent to which the initial purpose for the project was achieved. Comparing this evaluation with the original staff and student rationale statements gives a quick indication of the student's progress. Recommendations should suggest ways the student can use subsequent projects to reinforce newly learned skills.

(PLEASE NOTE: To save space, the sample projects in this packet do not show the Evaluation and Recommendations sections, and frequently more than one activity appears on a page.)

The pages that follow the cover sheet are the heart of the project and describe the various ways student learning is tailored to (a) meet specific student interests and needs (identified in the rationale statements), (b) relate learning across curriculum areas and (c) tie everything together into a coherent and personally

relevant set of experiences. The student helps determine specific sites and resources and, with staff assistance, defines the levels of performance (criteria) that are appropriate. These elements are arranged in three parallel columns so that relationships among specific activities, resources and products/criteria can be listed clearly:

(A)

Activities. These are the specific tasks the student will perform in the course of the project. When projects are designed around particular community sites, these activities may reflect specific work tasks performed at the site and contribute to the student's career development. Staff can often get ideas for specific activities from conversation with the student concerning a particular interest, skill or hobby. Whenever possible, staff should encourage the students to take the lead in writing activities that will stretch their abilities and be personally meaningful and challenging. The activities are numbered in sequence (1, 2, 3, etc.) and one activity is written per page. The planned completion date is specified at the top of the activity column.

(B)

Resources. Students and staff agree on the materials, people and sites to be used in completing the various activities. These resources are obtained either in the school (library, other staff, etc.), through school reference files or in the community (workplaces, museums, etc.).

PROJECT ACTIVITIES FORM:

ACTIVITY Planned completion date	SUGGESTED RESOURCES	PRODUCTS/CRITERIA Specify criteria during negotiation
(A)	(B)	(C)
SCHOOL STAFF EVALUATION:		

(C)

Products/Criteria. In this column, staff and student specify the results that have been agreed on for each project activity. These results or products should demonstrate the student's use of resources to achieve specific levels of performance. Project products can be as diverse as written reports, short talks, skits, tapes, films, slides, collages. Each product offers a chance to practice one or more basic skills. The criteria used to measure performance should be negotiated by the student with school staff and community instructor and specified for each product.

(Please note that space is frequently provided in the products column for school staff and community instructor signatures to certify the completion and acceptability of products. This practice provides staff with documentation on the project form itself of the student's performance of activities.)

How the Samples Are Arranged

In this packet, sample projects are given for each of the EBCE curriculum's five Life Skills categories:

1. Critical thinking builds on basic common sense and helps students use simple problem-solving skills in planning all aspects of daily living.
2. Personal/social development focuses on refining the person's sense of self both internally and in relationships with others.
3. Science is concerned with the process of scientific investigation and learning to use that process to analyze technology's impact on natural environments and cultural values.
4. Functional citizenship deals with the knowledge and processes necessary for individual effectiveness in society's governing systems.
5. Creative development focuses on helping individuals increase their potential for challenging limits and adding meaning to life.

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Each Life Skills section of this packet contains the following material:

<u>Paper Color:</u>	<u>Contents:</u>
yellow	The EBCE <u>learning objectives</u> for that particular Life Skills area
yellow	A sample <u>predesigned project</u> --a "starter" project with general guidelines so all students will do one similar kind of project in a Life Skills area to familiarize themselves with the learning objectives and learning processes of that area (The predesigned project usually but not always precedes work on individually negotiated projects in a Life Skills area. It should be noted that predesigned projects are also individualized through negotiation of personally appropriate products and criteria.)
white	Several sample <u>individually negotiated projects</u> --those which have directly involved the individual student in project design from beginning to end

In addition, three appendices are provided at the end of the packet to illustrate how the same interest area, topic or theme can be interpreted in substantially different ways for students with different basic skills needs (Appendix A) and how the learning needs and interests identified in a student's profile can lead to several different individually negotiated projects (Appendices B and C).

How Projects Relate to Career Interests and Basic Skills

Projects using outside-the-classroom resources are invaluable tools for career investigation. Moreover, it has been shown that students' interest in basic skills development increases when they see how those skills are put to use in a work environment.

EBCE has developed outcome goals for career development and basic skills, and these goals are listed on the following pages for your reference.

CAREER DEVELOPMENT OUTCOME GOALS

Identifying Career Interests

Outcome Goal: Students will increase their knowledge of personal aptitudes, interests and abilities as applied to potential career interests.

Understanding Work

Outcome Goal: Students will increase their knowledge of social, governmental and economic issues and trends in the world of work.

Employability Skills

Outcome Goal: Students will increase their dependability and general skills in job finding, job application and the on-the-job negotiations necessary for daily work interactions.

Career Knowledge

Outcome Goal: Students will increase their knowledge of financial and psychological inducements, preparation needs and available preparation programs in potential careers.

Career development learning activities are incorporated into projects through objectives that are specific to individual community sites, rather than through abstract learning objectives. Sites taking part in EBCE are carefully analyzed for their learning potential--specifically, onsite job skills and activities related to basic and life skills. This learning site analysis provides the data for writing site-specific learning objectives. These site learning objectives are then ratified by the community instructor with whom students will be working and are translated into specific project activities for individual students through staff/student negotiation.

BASIC SKILLS OUTCOME GOALS

Fundamental Basic Skills

Outcome Goal: Students will increase their proficiency in reading, writing, oral communication and mathematics.

Applied Basic Skills

Outcome Goal: Students will increase their ability to perform applied skill tasks related to careers of interest and identified or community sites.

Lifetime Basic Skill Development

Outcome Goal: Students will increase their understanding of how basic skill needs vary as careers vary and how to adjust to meet skill levels required by careers of interest.

Everyday Basic Skill Application

Outcome Goal: Students will increase their willingness to apply basic skills to work tasks and to everyday problems.

Reading, mathematics and communication (both oral and written) are literally the basic or "enabling" skills necessary for any kind of successful learning and for performing most of the roles required in today's society--those relating to specific occupations as well as more generally to personal interests and lifestyles.

Since basic skills underlie all learning, the entire EBCE curriculum serves to deliver experiential learning in those skills. Students enter EBCE with widely varying abilities and will be examining equally varied career possibilities. EBCE learning activities are designed to give students a chance to compare their basic skills abilities with the specific requirements of the careers that interest them and to build learning programs tailored to their unique needs.

Because of the wide range of student needs and interests in basic skills, the EBCE program has limited its prespecified learning expectations in the basic skills to four outcome goals, rather than set learning objectives in addition to those goals. Basic skills learning objectives are considered implicit in the performance of other program and community site activities.

OBJECTIVES FOR CRITICAL THINKING

Outcome Goal: Students will increase their ability to gather, analyze and interpret information and seek solutions to problems.

Learning Objectives: Students should be able to

1. identify a problem or issue
2. gather and sort information related to the problem and
 - a. recognize that statistics, observations, language and feelings are different types of information that form the basis of our knowledge about situations
 - b. be able to understand different types of information as common language rather than mystical jargon
3. interpret information related to the problem, recognizing the impact of biases both in the data and in themselves
4. develop a variety of alternatives and define a course of action in relation to the problem or issue
5. evaluate the results of their actions and be prepared to take an alternative course of action to deal with the problem or issue

Critical thinking is the most "basic" of the Life Skills because it serves as a logical way of organizing the various learning processes students encounter. Learning objectives for critical thinking describe a set of problem-solving techniques to help students better manage their own learning both in school and throughout their lives.

All negotiation carried on by the students with staff and community adults to set learning goals and plan activities gives the student practice in critical thinking and provides an ongoing means of encouraging and measuring that practice. As students schedule and manage their learning, they further exercise critical thinking and give staff many chances to evaluate them in that skill.

In planning with staff, students assess their own abilities and interests, identify specific areas needing work, set goals and

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make plans to achieve specific skills and knowledges, evaluate the results of their learning and make new plans based on a reassessment of their interests and abilities in light of what they have experienced.

The predesigned project in critical thinking (sample follows) gives students initial experiences that involve practice in critical thinking generally, and the subsequent samples of individually negotiated projects show how these skills are put to use as students conduct their activities at various sites in the community.

STUDENT NAME _____ LIFE SKILLS AREA CRITICAL THINKING (predesigned)

PROJECT TITLE _____ COMMUNITY SITE/INSTRUCTOR _____

SCHOOL STAFF RATIONALE:

By completing this project, you will learn to use a critical thinking process for problem solving. This process includes the following steps:

1. Identify a problem or issue.
2. Gather and sort information related to the problem.
 - a. Recognize that statistics, observations, language and feelings are different types of information that form the basis of our knowledge about situations.
 - b. Be able to understand different types of information as common language rather than mystical jargon.
3. Interpret information related to the problem, recognizing the impact of biases both in the data and in yourself.
4. Develop a variety of alternatives and define a course of action in relation to the problem or issue.
5. Evaluate the results of your action and be prepared to take an alternative course of action to deal with the problem or issue.

Starting Date _____

Target Date _____

Date Received _____

Completion Date _____

You will also learn what a project is and how to write one using the critical thinking process.

STUDENT RATIONALE:

PROJECT EVALUATION:

RECOMMENDATIONS:

ACTIVITY 1 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. a. Considering the staff person's reasons (rationale) for having you do this project, what would you define as this project's "problem or issue" (step 1 of the critical thinking process)? b. What are your own reasons (rationale) for doing this project? (You may wait to write the rationale until after you have finished negotiating all the activities.)	Definition of critical thinking process, page 1 of this project Staff rationale, page 1 of this project	1. a. The two-part "problem or issue" of this project is for me to learn: (1) What the five steps of the _____ process are. (2) How the critical thinking process can be used in developing a _____. b. Your rationale (reasons) for doing this project (Write your statement on the front page under "Student Rationale.")
SCHOOL STAFF EVALUATION: 20 21		

ACTIVITY <u>2</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
2. Think of a real problem you might be able to solve by using the critical thinking process. In a discussion with your staff person, talk through the solution of this problem actually using the critical thinking process.	Your understanding of how a problem-solving method can be a useful thing to know Your own problems	2. _____ <i>School staff certification</i>
SCHOOL STAFF EVALUATION:		

ACTIVITY <u>3</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
3. At a community site of your choice: a. Consult with your CI to identify a "real" problem. b. Apply the critical thinking process to solution of the problem. c. Discuss the results with your CI. d. Document the process.	Community site Community instructor (CI) Handbooks on how to organize and prepare a written report	3. Write a report which: a. identifies the "problem" b. describes how you gathered information c. describes how you interpreted that information d. explains the alternatives you defined and the course of action you chose e. records the evaluation you and your CI made of your problem-solving techniques
SCHOOL STAFF EVALUATION: 24 25		

ACTIVITY 4 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
4. Now that you have tried applying the critical thinking method to the solution of a personal problem and a site problem, you're ready to apply it to the "problem" of learning to write a project. To do this: a. Identify and locate the resources available to you in learning to write a project. Remember to think of people, places and events as resources--not just written materials. b. Using the resources you have identified in Activity 4a, teach yourself (1) what a project is (2) the parts of a project (3) how to go about writing a project		4. a. List of people, places and/or things that can help you learn about projects. (Enter in center column, "Resources," on this page.) b. (1) definition of a project (2) list of the parts of a project, including a brief definition of each (3) description of how to write a project
SCHOOL STAFF EVALUATION:		

ACTIVITY <u>5</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
5. Now that you know how to go about writing a project-- a. Analyze <u>this</u> critical thinking project to find out where/how the critical thinking process affects its structure or activities. b. Develop at least three alternative ideas for other projects. c. Write a project yourself, remembering to include some activities which will take you out into the community.	Sample projects in files Other students Knowledge of yourself: what you want/need to learn, what you like to do Critical thinking (problem-solving) steps listed in rationale Your counselor Your parents	5. a. Explanation of how the critical thinking process affects this project's structure or activities b. A description of three or more project ideas, different from each other in topic, structure, approach, complexity, basic skills activities and/or some other aspect c. A correctly written project to include: (1) Life Skill or subject area (2) project title (3) staff rationale (4) student rationale (5) activities (some of which use the community) (6) products/criteria
SCHOOL STAFF EVALUATION: 29 28		

ACTIVITY 6 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
6. With your staff person, evaluate the project you have written, revising it as you go by negotiating specific changes so that you end up with a project you can actually do (if you wish).	Negotiation materials Teacher/learning manager	6. Revised project
SCHOOL STAFF EVALUATION:		

Project Sample Number CT 1

STUDENT NAME Linda George

LIFE SKILLS AREA Critical Thinking

PROJECT TITLE Moving on Four Wheels and Affording It

COMMUNITY SITE/INSTRUCTOR Local Community

SCHOOL STAFF RATIONALE: Through the activities in this project, we feel Linda will increase her ability to gather and interpret information dealing with real life situations which are meaningful to her. She will focus these activities on the purchase and maintenance of a car. Because Linda needs to strengthen her basic math skills, that will be emphasized in this project.

STUDENT RATIONALE: I will soon be in need of information of this kind, and it is nice to have an idea of what it costs and how often it has to be done to keep from doing worse damage.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Linda will study the cost of some advertised cars within her price range and use critical thinking to determine the best buy locally. Most important will be the explanation accompanying her final choice.	Local newspaper Local used car lots "Be Informed Series" Unit 2 Steps in critical thinking problem-solving process	1. Linda will pull five classified ads for used cars from the newspaper, do a cost analysis sheet for the five cars and tell why <u>one</u> of the five is the best buy.
2. Linda will study small cars and standard cars and determine the advantages of each.	"Be Informed Series" Unit 2 <u>Road and Track</u> magazine <u>Consumer Reports</u> <u>Reader's Guide to Periodical Literature</u>	2. Linda will make a comprehensive list of the advantages and disadvantages of small cars and standard cars.

Continued

(Project Sample Number CT 1 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
3. Linda will study credit buying versus paying cash for purchase of an automobile.	"Be Informed Series" Unit 1 and 2 Banker Credit union officer	3. Linda will do a cost computation of interest paid over the period of the loan for at least two different down payments. She will compute the interest she could earn by investing the amount over each down payment for the term of the loan. She will show in graph form which is the best financial decision.
4. Linda will study the necessary expenses of owning a car, including gas, oil, insurance, regular maintenance and servicing, tires, normal depreciation and miscellaneous expenses	World of Work (Activities Book) pages 161-166 "Be Informed Series" Unit 2 New/used car dealers Parents Auto mechanics	4. Linda will make a list of all car maintenance costs for one month. Each expense item should be added for an accurate total.
5. Linda will do a study of her financial ability to find if she can afford to buy a car of her own. a. She will do some serious computing to show: • the amount of money she now has • how much she is earning a month • what expenses she must pay each month • the balance of money left each month that could be used to make car payments and maintenance b. Based on that data Linda will write a statement about whether she can afford a car.	Financial records Savings	5. a. Linda will present her financial findings to school staff. All computations must be realistic and accurate. b. She will present school staff with a written statement about whether she can afford a car and, if so, what kind. All sentences must be complete and all words spelled correctly. School staff certification

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
6. Now that Linda has gathered a lot of technical and financial data, she should think about and list all the questions she still has about buying and keeping a car. When she has all her questions together, with answers arrived at independently, she should arrange a meeting with school staff to discuss them. 36	This project School staff	6. a. Linda will make a list of all questions and give the answers she thinks are right, without asking anyone. b. Discussion of questions and answers with staff. School staff certification 37

Project Sample Number CT 2

STUDENT NAME Les Kemper

LIFE SKILLS AREA Critical Thinking

Fiberglass Techniques

PROJECT TITLE in an Auto Body Shop

COMMUNITY SITE/INSTRUCTOR Lotus Unlimited/James Creed

SCHOOL STAFF RATIONALE: Les' love for cars has led him to choose this project at Lotus Unlimited, a small one-man business devoted primarily to the repair of the British-made Lotus Europa. One of the necessary skills in this shop is to understand the concept and technique of fiberglass application for repair and/or re-manufacture of auto body sections. This project will include activities and products in oral and written communications and math applications, because Les needs to improve these basic skills. Les will also try his hand at video taping as a new way to explain a process. Throughout this project, Les will be challenged to analyze each problem and check out appropriate alternatives with his community instructor.

STUDENT RATIONALE: I would like to learn fiberglass so some day if I need a job I might be able to do some fiberglass work.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
- It is important for you to understand the principles of fiberglass/heat transfer before you actually start working on the cars. - Discuss with your CI the basic principles of this technique of auto body repair. - Do some research to learn the history and development of fiberglass car bodies. Find out the most common uses of fiberglass application at Lotus Unlimited.	Community site materials Library Community instructor	- Explain to school staff the basic principles of fiberglass technique. Explanation should be adequate to the degree that he/she could then explain it to another uninformed party. - Give school staff an oral explanation of the principles of fiberglass work for auto body repair using specific examples, both historical and at Lotus Unlimited. Your explanation should be clear enough so that your listeners could then explain it to others.

Continued

School staff certification

(Project Sample Number CT 2 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. Show that you have an adequate grasp of the mathematical processes necessary for the application of fiberglass: a. Establish the correct mixture amounts through computing volume by quarts and pints, realizing that amounts are ordinarily gauged from experience. b. Demonstrate that you can compute surface areas and interpret diagrams necessary for applying fiberglass.	Lotus Unlimited Community instructor School staff	2. Community instructor certification that you can handle these math functions at the level required for an employee <i>Community instructor certification</i>
3. Although this project may not give you the opportunity to learn all the skills involved in fiberglass work, the following three skills will be good examples and will give you a feeling for this kind of work: • sanding • filling pits and chips • feathering old finish to blend new paint Explain each of these and do them so your CI knows you understand the skills you would need to master.	Lotus Unlimited Tollfish Auto Body Shop Community instructor	3. Community instructor certification that you understand these skills and how they relate to the whole process and that you have practiced them <i>Community instructor certification</i>
4. In this activity you will carefully observe and then communicate the entire process of sectioning and fabrication of an auto body panel. Since you won't be able to actually perform all the tasks involved you should: a. Video tape each step in the process. b. Write a brief but clear narrative to accompany the video tape.	Lotus Unlimited Todd Katz, student with video tape experience Video tape equipment	4. a. Video tape showing each step in the process will be seen by CI who will certify that it is an accurate picture of the process. <i>Community instructor certification</i> b. Your narrative should be written in complete sentences and should

Continued

(Project Sample Number CT 2 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
		4. b. (continued) give a clear explanation of each step in the process.
5. Now that you understand the ideas and have practiced the techniques of fiberglass work, think about what you've learned and see how many different jobs you can think of that might use this understanding and skill. Don't limit yourself to automobiles. Be creative.	Library Community instructor Acma Fiberglass Construction Company Fiberglass Development Corporation <u>Occupational Outlook Handbook</u> Career counselor	5. List at least 10 different career possibilities for a person who knows how to use and apply fiberglass. Include a brief written explanation for everything on your list. Be sure <u>all</u> words are spelled correctly; check with school staff if you need any help. School staff certification

Project Sample Number CT 3

STUDENT NAME Richard Mason

LIFE SKILLS AREA Critical Thinking

PROJECT TITLE Travel Tips from the Travel Agent

COMMUNITY SITE/INSTRUCTOR Happy Travel/Lenore Kane

SCHOOL STAFF RATIONALE: This project is designed to acquaint Richard with the critical thinking necessary for job tasks involved in planning extensive trips for clients of travel agencies. He will also have an opportunity to further develop basic skills and to improve his research skills, both necessary for his tentative college plans.

STUDENT RATIONALE: I have always been interested in what other countries are like and I want to travel someday.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Plan two comparative "packaged" trips to Hawaii: a. Write brochure-like descriptions on both trips. Include: • itemized and total costs • flight data--times of departure/arrival, total air time, class, etc. • accommodations • sightseeing tours • meals • time period b. Compare the two trips on the basis of which is more convenient and which gives the most exposure to Hawaii.	Lenore Kane (CI) Other travel agencies Major airlines/travel centers <u>Official Airline Guide</u>	1. a. Brochure-like description of each trip to be evaluated and judged satisfactory by Lenore Kane. Because this is an advertising tool, a major focus for evaluation should be creativity. <i>Community instructor certification</i> b. Graph of comparison on three characteristics

Continued

ACTIVITIES	(Project Sample Number <u>CT 3</u> Continued) SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. c. Try to plan <u>one</u> trip which combines the best of the two above trips.		1. c. Combination of best of two original trip plans School staff certification
2. Plan a specific trip for two people to Rome, Italy. First do a brief climate/geographical overview of the area: a. Research climatic conditions in Rome throughout the year and make a chart(s) showing these conditions. Recommend a favorable time for travel. b. Research the geographical features of Italy and write a description of those of prime interest to clients of Happy Travel.	Agency brochures Library resources Italian Consulate	2. a. Weather charts b. One-page paper written in ink on the geography of Italy to be evaluated and judged satisfactory based on correct portrayal of weather conditions and geographic features Community instructor certification
3. Plan a detailed itinerary for the above trip based on the peoples' specific needs and desires listed below: • They wish to see the well-known historical sights in Rome including the Sistine Chapel and the Roman Coliseum. • The trip can be no more than 10 days including flying time. • They desire average, not luxurious accommodations, not to include kitchen facilities. • They want an itemized and total cost estimate for the trip, including approximate costs for meals and other expenses.	Lenore Kane (CI) Major airlines Library resources Agency worksheet and itinerary costs Travel centers <u>Official Airline Guide</u>	3. Worksheets, itinerary forms and final trip plan to be evaluated and judged satisfactory by Lenore Kane Community instructor certification

Continued

ACTIVITIES	(Project Sample Number <u>CT 3</u> Continued) SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
4. Develop a conversion chart for monetary equivalents for the United States, Great Britain, France and Russia. Include examples of how a person can use the chart.	<u>Wall Street Journal</u> Lenore Kane (CI) <u>Squire's Tariff</u> <u>International Tariff</u> Library resources Math teachers	4. Conversion chart including examples of how the chart is to be used to be evaluated and judged satisfactory based on its accuracy <i>School staff certification</i>
5. Determine a place in the world you would like to visit. Research that place and write a paper about it. Include such things as the climate, geographical features, tourist attractions, economic status, costs of goods and services and other appropriate information.	Library resources Social studies teachers Foreign consulate <u>World Almanac</u>	5. Two-page paper written in ink to be evaluated and judged satisfactory based on the accuracy of the information presented about this place as well as on application of skills and knowledge gained at Happy Travel <i>School staff certification</i>

Project Sample Number CT 4

STUDENT NAME Susie Amsterdam

LIFE SKILLS AREA Critical Thinking

PROJECT TITLE Physical Education at
Running River Jr. High

COMMUNITY SITE/INSTRUCTOR Running River Jr. High/Eddie Forman

SCHOOL STAFF RATIONALE: In doing this project, Susie will develop some of her critical thinking skills by identifying some basic issues in physical education and gathering information by interviewing. She will work on her basic math and communications skills. Throughout this project Susie will be developing her ability to work cooperatively with both children and adults, exercising leadership with the children and taking guidance from school personnel.

STUDENT RATIONALE: I want to get along with people more and try to work with kids younger than I am.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. First you need to gain a clear picture of Running River's goals and guidelines for the PE Dept. a. Write, in paragraph form, a definition of the yearly scope sequence. b. Describe the necessity of the yearly scope sequence. c. Devise a scope sequence to include scheduling and sequencing of units and a sample of lesson plans for one week.	Running River's PE Department Community instructor	1. a. A well-organized paragraph, with a topic sentence and a concluding sentence, all spelling correct and all sentences complete b. CI certification that Susie can clearly describe the rationale behind a yearly scope sequence <u>Community Instructor certification</u> c. Scope sequence and lesson plans certified by community instructor and presented in writing to school staff

Continued

Community Instructor certification

(Project Sample Number CT 4 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. Because physical education is more than just running and jumping and standing still, it will be useful for you to think about some of the issues involved. a. Critically evaluate the role of lifelong physical fitness and competition in PE at Running River by interviewing the PE staff and at least three other teachers. Also identify two other issues you feel are important and discuss these with your interviewees. b. Conclude this activity by using your new information to formulate a personal statement that expresses your commitment to physical education.	PE staff Non-PE staff <u>Sports Illustrated</u> Physical fitness books and brochures	2. a. Write up the results of your interviews, making sure that you clearly define the issues and accurately summarize the responses. b. The focus of the statement should be your personal opinion.
3. Familiarize your self with planning and class operation. a. Demonstrate your ability to set up equipment prior to class. b. Explain to your community instructor why an instructor must be completely familiar with an activity before presenting it to the class. c. Describe the quarterly evaluation report, a written description of what they intended to do and how well they did it.	Running River PE staff Equipment Written reports	3. a. CI certification that Susie can independently set up equipment <u>Community instructor certification</u> b. CI certification of Susie's understanding of class planning <u>Community instructor certification</u> c. School staff certification that Susie can accurately explain the evaluation report <u>School staff certification</u>

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
4. Since working with students is the major task for a PE teacher, you should involve yourself in the following activities: a. Explain in detail to the community instructor how to plan with and evaluate a student who can't perform an activity due to lack of ability. b. Observe students in action and record the degree of their participation. c. Demonstrate your ability to control an active class without restricting participation. d. Use and describe to your community instructor the kind of system used to record behaviors, attendance, progress, etc.	Running River PE staff Counseling staff	4. a. CI certification that Susie can offer at least three alternative ways of handling students in this situation <i>Community instructor certification</i> b. For one student observed, show a graph that is a numerical count of this student's active participation. Have it certified before turning it in to school staff. c. CI certification that Susie can control a class <i>Community instructor certification</i> d. CI certification of clear explanation <i>Community instructor certification</i>
5. Throughout this entire project, keep a daily log of your activities, kids' responses, your feelings of success and/or failure, etc. At the end of this project, make an appointment with school staff to discuss your daily log of experiences. Concentrate on the question: How does it feel to be a teacher?	Community instructor Your students School staff	5. School staff certification of meaningful and articulate discussion of experiences <i>School staff certification</i>

Project Sample Number CT 5

STUDENT NAME Clayton Jones

LIFE SKILLS AREA Critical Thinking

PROJECT TITLE Apartment Living:
Preparation and Protection

COMMUNITY SITE/INSTRUCTOR Local Community

SCHOOL STAFF RATIONALE: Because you will soon be moving away from home, you need to be more knowledgeable about the availability, cost, benefits and leasing of apartments. This project will help you use critical thinking to figure out how much money you'll need to cover initial and monthly expenses (and you do need to work on those basic addition skills!). Also you'll get some practice in making decisions based on real data that you've gathered. As you do this project, remember that all of these activities are real daily life necessities!

STUDENT RATIONALE: I want to move out as soon as I graduate and I want to be prepared with enough money. Also, I want to know how someone goes about getting a good apartment.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Before you can decide on an apartment you need to know how much you can spend. Make a realistic budget by estimating your salary, your regular monthly payments and miscellaneous expenses. Then figure out how much you can afford for rent.	Friends/relatives in apartments Parents Home economics teacher at the high school	1. Write out a budget that is in a clear diagram form, with accurate computations in addition and subtraction. Circle the amount you've figured to spend on rent.
2. Now that you know approximately how much you can spend on rent, check out the ads in the local newspapers. a. Select a few apartments that fit your budget.	Newspapers School staff	2. a. Bring in several apartment ads you would be interested in. Explain how rental ads are listed and where, etc. to the satisfaction of school staff.

Continued

School staff certification

(Project Sample Number CT 5 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. (continued) b. Within the limitations of your budget, design your ideal apartment.		2. b. Write a detailed description of the type of apartment you would like to rent. Include whether you would want it furnished or unfurnished, with 1 or 2 bedrooms, garage, washer, dryer, dishwasher, balcony, pool, etc. Keep in mind the rent you will be able to pay. Be realistic and be creative as you write clear and complete sentences.
3. Now that you know what you can afford and what you want, let's see if you can get it! This activity will be a simulation of actually selecting and renting an apartment. a. Look at several apartments from newspaper ads and select the one you'd like to rent. b. Call the landlord and arrange a meeting with him to discuss a simulated (tell him who you are and what you're up to) rental agreement. c. Based upon your rental agreement, compute the total cost of renting your desired apartment for one year. Because you often need to pay a first and last month's rent and a cleaning deposit, show the first month's expenses separately.	Newspapers Graph paper Landlords/apt. managers School staff	3. a. On graph paper draw a simple but accurate floor plan of the apartment you selected. b. Share with your school staff the discussion with the landlord and explain all conditions of the rental agreement including rent, methods of payment, repairs, mail, lawn and sidewalk service, utilities, pet and children policies, etc. <i>School staff certification</i> c. Prepare neat and clear computations showing an accurate yearly total with first month's expenses indicated separately.
4. Since there can always be problems in a binding contract such as a renters' agreement, it is smart to know your rights as a tenant as well as your landlord's rights. Gather information on laws protecting the rights of the	Local agencies for consumer protection Library School staff	4. A well-organized paper of about 2 pages. Make sure you have an introduction and conclusion and that the body of your paper refers to specific facts that you gathered in your research. Show a rough draft to school staff for

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
4. (continued) renter and the landlord. After you sort and analyze this information, write a paper discussing the laws that protect the renter.		4. (continued) proofreading before you write the final draft.
5. Take some time now to consider how it will feel to live alone. Think about what independence means to you and also about the difference between being "alone" and being "lonely." How do you predict these feelings will affect your life in an apartment? After you've spent some time thinking about these ideas and maybe talking to people who live alone, make an appointment to have a discussion with school staff.	School staff People living independently	5. School staff certification of satisfactory discussion School staff certification

Project Sample Number CT 6

STUDENT NAME Patricia Julliard

LIFE SKILLS AREA Critical Thinking

PROJECT TITLE Lumber and Merchandising

COMMUNITY SITE/INSTRUCTOR Lone Pine Lumber Co./George Davies

SCHOOL STAFF RATIONALE: Pat has shown an interest in the lumber business all year and this project will familiarize her with the operation of a lumber yard. She will have considerable opportunity to improve her basic math skills and there will be some work in basic communication skills. Also Pat will gain an understanding of numerous job-related skills and business-oriented processes. Pat will apply the process of critical thinking to such concepts as inventory, merchandising and comparative pricing.

STUDENT RATIONALE: I like to work with wood and I want to see what is involved at a lumber yard.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. a. Pat will gather and organize data about stocking and ordering by interviewing George Davies, the foreman, and two salesmen who regularly call on the Lone Pine Lumber Co. b. She will write out a list of at least 10 questions she can use to guide the interview. c. Pat will record the interviews or take notes. d. She will write a statement that demonstrates understanding of the stocking and recordkeeping process.	Community instructor Order catalog Two salesmen Shipping guidelines and regulations	1. a.- d. Pat will present her interview findings by preparing a neat and well-organized written statement that gives a <u>clear</u> explanation of Lone Pine Lumber Company's inventory procedures. All spelling must be correct. Turn in interview tape or notes with statement. Pat will discuss with school staff the role of "prediction" in this aspect of business and define at least four other life situations where it is necessary to make

Continued

(Project Sample Number CT 6Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. (continued)		1. a. - d. (continued) accurate predictions based on past experience. _____ School staff certification
2. Pat will investigate each of the following four aspects of the business and determine the percent of total volume of business done by each, the comparative discount offered to each, as well as various methods of operation as they apply to each: • retail • industrial • contractors • pole barns She will then arrange a time to discuss with school staff how these four areas are interrelated.	Community instructor Lone Pine Lumber Co. Other employees School staff	2. School staff certification that Pat understands the necessary relationships and how they affect the operation of business _____ School staff certification
3. Pat will figure the total retail value of plywood in an area of the yard specified by her CI. She will: a. Define board feet, linear feet and square feet and explain how each is computed. b. Calculate the total board feet of each of three sizes of plywood. c. Calculate the total square feet of at least two thicknesses of plywood.	Lone Pine Lumber Co. Community instructor Math teacher and tutors	3. Pat will present to school staff: a. written definitions with accurate computation formulas b. final figures and calculations used to determine them

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
4. Pat will figure the total value of merchandise in one square on each side of an aisle as specified by the community instructor. a. Count and compute total retail value. b. Community instructor will give you wholesale values--then compute the percentage of profit.	Community instructor Wholesale prices Merchandise Order catalogs	4. Pat will turn in the final computations and totals for: • retail value • wholesale value • dollar profit • percentage of profit
5. For <u>no more than 1/3</u> of the time she is on the site, Pat will perform job-related tasks as assigned by her community instructor.	Lone Pine Lumber Co. Community instructor School staff	5. Pat will keep a daily log of all job-related tasks she does. She will record her feelings about each task and how well she feels she performed. Then she will list at least 10 useful skills she already has and 10 skills she would need to develop in order to work at this job. This log will receive journal credit after discussion with school staff. School staff certification

Project Sample Number CT 7

STUDENT NAME Leslie Gray

LIFE SKILLS AREA Critical Thinking

PROJECT TITLE Television Production Process

COMMUNITY SITE/INSTRUCTOR KXYZ Studios/Arlene Jones

SCHOOL STAFF RATIONALE: Leslie's serious interest in various forms of media production encouraged her to help us recruit KXYZ Studios. Completion of this project will provide her with a general picture of studio life, as well as specific mechanics and technology of television production. In the area of Basic Skills, Leslie has a strong command of writing and math, so in this project she will concentrate on site-related research and data interpretation.

STUDENT RATIONALE: I've always wanted to work in a TV studio and someday maybe I'd even like to make a movie. I hope this project will help me understand as much as possible about television production.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. Throughout this experience at the TV studio, you should keep an ongoing complete vocabulary list of all the new technical words you encounter that are unique to the profession.	Community instructor Library (media texts, dictionary) Studio materials	1. List of vocabulary words with useful identification in your own words (Don't let them sound like a dictionary!)
2. You need to understand the physical mechanics and technology of the television industry. Learn how to use and teach the use of: • video tape recorder • TV camera • transmitter • microwave transmitter	Studio equipment Community instructor Library Instructional manuals	2. Community instructor certification that you can adequately use and clearly teach the use of the listed equipment <u>Community instructor certification</u>

Continued

ACTIVITIES	(Project Sample Number <u>CT 7</u> Continued) SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
3. Survey the Federal Communications Commission (FCC) regulations that affect the production department. Determine how the rules came to be and to what degree they are "felt" by the studio staff. Arrange to discuss this with the head of the production department.	Federal publications <u>Readers' Guide to Periodical Literature</u> Production staff Community instructor	3. Certification that you have a realistic understanding of the reason for and effect of FCC regulations <u>Community instructor certification</u>
4. Since you may decide to pursue this field in college, it would be of interest for you to visit a communications class at the community college. Get the instructor's permission first and tell him/her why you're interested.	Community college course instructor	4. Certification of your attendance <u>College instructor certification</u>
5. You should observe and participate in the inception, development and production of television art by: a. Spending time with the sales staff and observing the dialogue between salespeople and clients. b. Working with the people in the photo lab c. Working under your CI's supervision on art cards, supers and setting up displays	Sales, art, production staff at studio	5. a. Produce a tape recording of a simulated interview between a salesperson and a client. b. Describe in detail the processes involved in the production and filing of slides for use in the studio. c. Construct for the school a display of your work in completed products.
6. Now that you are familiar with the art production department, concentrate on the production of a news presentation. Here you'll use your skills in gathering, analyzing and interpreting information. Do your own research on a news event, collecting articles and	Local newspaper Recent magazine articles News staff	6. Neat, well-organized essay of about two pages that clearly explains the evolution of a news event. Your essay will be evaluated on the basis of accuracy, style and sensitivity to the subject of news.

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
6. (continued) watching presentations on various news channels. After spending time with the news staff, consider the following questions as you write an essay explaining how a news event evolves from happening to public presentation: • How much data are necessary to present an accurate portrayal? • What kind of information can "clutter" the presentation? • How does one evaluate the presentation of a news event?		
7. Now that you've observed all areas of the TV studio and you've given an in-depth study to a couple of areas, put all this information together into a diagram that gives a clear picture of how all departments and/or processes interrelate.	Studio staff	7. Clear diagram of the TV studio that shows significant relationships. Use art production equipment and techniques to make this diagram look professional, i.e., drawing ink, accurate measurement for even layout, etc.
8. As a final activity, investigate one or more occupations at the community site and seek information in the following areas: • education and skill requirements • special aptitudes • pay scale and promotion possibilities	College catalogs Studio staff	8. Construct a chart balancing the requirements of each job against your own capabilities or desires.

Project Sample Number CT 8

STUDENT NAME Jonie Bailey

LIFE SKILLS AREA Critical Thinking

PROJECT TITLE Preliminary Plans
for a College Education

COMMUNITY SITE/INSTRUCTOR Colleges and College Grads

SCHOOL STAFF RATIONALE: Because Jonie is seriously interested in pursuing a college education, she is taking this opportunity to investigate school possibilities in relation to personal goals and career interests. She will visit local institutions, talk with admissions personnel, research requirements for financial aid and become familiar with the procedures for general application, as well as securing loans and applying for scholarships. Jonie will analyze all the information she's gathered to draw some thoughtful conclusions with personal alternative plans for her education. Because Jonie is concentrating on research and writing skills in another project with a tutor, a major focus here will be using cursive handwriting rather than printing.

STUDENT RATIONALE: I am still undecided about college and hope that this project will help me get organized.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Give some serious thought to why you want to pursue college or an advanced degree and then write out a statement of intent that includes personal goals.	Career Information System (CIS) Parents School staff	1. A written statement of interest listing specific personal outcomes you hope to gain from a college education
2. After writing the personal statement in Activity 1, read sections from the following two books: • <u>The College Handbook</u>--for general information about colleges and universities across the country	Library	2. After completing the reading, select three colleges interesting and beneficial to you. In discussion with school staff, give a general description of each and explain why it would be a good place for you to meet the goals you set for yourself in Activity 1.

Continued

(Project Sample Number CT 8Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. (continued) • <u>This Way Out</u> (Coyne and Herbert)-- for a discussion of alternatives and innovative opportunities; read pages 147-300.		2. (continued) <i>School staff certification</i>
3. If you have a specific career that you're hoping to pursue, use a career assessment instrument to research this career and find as much information as possible concerning local school opportunities.	Career assessment data Career guidance counselor	3. <i>School staff certification</i>
4. You will need to decide whether to live at home or away while attending college. a. Compile a list of the major colleges and universities you are considering. Briefly annotate the list, i.e., include tuition, the type of institution it is and admission requirements. b. Then list the advantages and disadvantages of staying in your hometown for college and of going to school farther away.	<u>The College Handbook</u> , parts I and II Individual college catalogs	4. a. Annotated list with neatly arranged and accurate information b. List of advantages and disadvantages of different geographical settings for your college education
5. Now that you have some good general information, you could gain useful insights by interviewing people who have received college degrees. a. Write out a set of questions to help you guide the interviews.	Community people Interview questions Tape recorder	5. a. Submit to school staff a list of the interview questions <u>before</u> the interviews are done.

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
5. b. Interview five people from different fields and/or age groups who have college degrees.		5. b. Turn in tape of the interviews.
6.a. Select three local colleges or universities to visit. For each one schedule a day with a tentative itinerary that covers specific aspects of the school you want to investigate, such as: • talking with an admissions officer • collecting scholarship information • attending some classes in an area of interest • visiting the library • visiting the department in which you're considering a major • determining entrance requirements b. After the visitations arrange an appointment with school staff to discuss the above, especially the variations in admission requirements that may affect your decision.	College catalogs	6. a. Turn in to school staff your list of colleges and the itinerary for each. Your itinerary could be in the form of an evaluation checklist that refers to your ideas in Activity 1. b. School staff certification of knowledgeable discussion <i>School staff certification</i>
7. After each visitation, write up an evaluation statement about the school. In this statement, include at least a healthy paragraph and hopefully even a	Goal Statement from Activity 1	7. Well-written evaluation for each college which will help you clarify your ideas and decide whether or not this is a college to which you'll

Continued

(Project Sample Number CT 8 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
7. (continued) complete page for each of the following: • List your five most positive and five most negative reactions to this college. • What is the general atmosphere? (Type of students, classroom formality, etc.) • Does it appear that it will meet your academic/career goals?		7. (continued) seriously consider applying. Use cursive handwriting, not printing.
8. a. Select the college you would most like to attend and do a budget analysis indicating the total amount of money you would need for four years. You'll need to consider the following: • tuition and books • room and board • transportation costs • miscellaneous costs b. Discuss your budget analysis with your parents to determine whether you can realistically afford to attend the college you have chosen.	<u>The College Handbook</u> Parents	8. a. Your final product should include a neatly organized chart that visually displays the amount of money required for each category, totals and the amount of income you'll be receiving, etc. Attach to your chart a "feasibility plan," a written statement discussing the real possibility of your succeeding within the estimated budget. b. Parent certification of useful and positive discussion _____ Parent certification
9. Collect all necessary information about the Preliminary Scholastic Aptitude Test (PSAT) and the American College Test (ACT). This should include dates given, requiring institutions, costs and how to prepare.	School counselors High school college/career center	9. Written summary of the significant testing information, with indication of plans to take them and for which colleges

Project Sample Number CT 9

STUDENT NAME Stephen Flores

LIFE SKILLS AREA Critical Thinking

PROJECT TITLE Rock Concerts and Social Services

COMMUNITY SITE/INSTRUCTOR Police Bureau/Sgt. Emanuel Jones

SCHOOL STAFF RATIONALE: Stephen is concerned with how individuals and the community can mutually support each other. This project is designed to help him study this concern in light of a specific issue--that of rock concerts. Application of the critical thinking process will guide Stephen through this study. Although his paragraph and essay writing skills are quite good, Stephen's spelling is poor, so we will give that special consideration in this project.

STUDENT RATIONALE: When I get out of school, I want to be of service to my community, but maybe in a new way. So I need to find out as much as I can about different agencies and how they deal with problems.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Stephen will become familiar with the social needs of his community by exploring a number of community agencies and learning about the roles they play in meeting these needs. He will then prepare a brief written statement of the mission of each agency, the number of people it serves, whether it is a state, federal, local government or private agency and what its funding source is.	Alcoholics Anonymous RSVP Catholic Family Services Legal Aid Head Start Employment Security Fire Department Ambulance company U.S. Coast Guard Police Bureau	1. Explanatory paragraph for each agency that concisely gives the requested information (All words to be spelled correctly!)

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Continued

(Project Sample Number CT 9Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. Stephen will select one social problem that is important to him and is dealt with by at least one of the above agencies. He will gather information by interviewing people as well as by reading relevant materials.	Community resources Chamber of Commerce Newspapers	2. A written paper summarizing information about the problem and stating possible solutions to the problem. The paper should include interview information as well as personal opinions on the subject. Will be evaluated for spelling accuracy and logical organization of thoughts, as well as content.
3. Stephen will attempt to determine the unmet social needs of the community as he understands them. To gather this information he will use a survey to get people's opinions.	Community resources	3. A critical essay detailing the areas where there are insufficient social services to meet the needs of the community (Evaluation will be on the basis of content and correct spelling.)
4. Stephen will now study a rock concert as an example of a community issue that has potential for both problem and contribution. He will make a social comment on the value of rock concerts and how they are dealt with by certain social agencies. Before actual gathering of data, Stephen will note his feelings about rock concerts from previous experiences.	Rock concert at _____	4. Written statement about feelings which should be brief but offer concrete examples for your opinions
5. Stephen will attend a concert and make notes on the following: • age group • activities of the audience while the concert is going on • styles of dress	Concert observations	5. Written statement summarizing Stephen's finding (or a different means of description and analysis of his own choosing)

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
6. Stephen will arrange an interview with a police officer who has worked with at least two rock concerts as well as other large group events. Before the interview he should design at least 10 questions to elicit the kind of information he wants about the officer's experiences. (Remember that certain kinds of questions will bring certain kinds of responses.)	Police Bureau School staff	6. If the interview is recorded, Stephen will turn in the tape with his summary statements at the end. Otherwise he should take notes during the interview and write a complete summary of what he learned from the officer.
7. After attending and analyzing rock concerts, Stephen will list all the ways they could contribute to a community and all the ways a rock concert could necessitate the need for social service agencies other than the police.	Police Bureau Concert participant and/or observers	7. Oral discussion with school staff <i>School staff certification</i>

Project Sample Number CX 10

STUDENT NAME Doug Reed

LIFE SKILLS AREA Critical Thinking

PROJECT TITLE Basic Airplane Mechanics

COMMUNITY SITE/INSTRUCTOR Vulture Aircraft Company

SCHOOL STAFF RATIONALE: This project is designed to expose Doug to the major systems of an aircraft which are involved in the structure, function and operation of the plane. His project will necessitate the use of basic communication skills as well as an ability to give clear and accurate descriptions/explanations of the various aircraft systems. Although many of these activities will be certified by the community instructor, a major emphasis of the school staff evaluation will be on Doug's need for improving his written communication skills.

STUDENT RATIONALE: I feel that this project will help my spelling, writing and other basic skills. Also I think that I will understand more of the principles of a plane.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Power System: a. Doug will diagram the major parts of a turbine engine. b. Doug will describe in detail the functions and operation of the turbine. c. Doug will differentiate between the turbine and piston engines, explaining good and bad points of each.	Vulture Aircraft Printed information from Vulture's library Library resources on turbine engines Community instructor	1. a. A drawing made by Doug with all parts labeled and spelled correctly b. A well-written description certified by the community instructor <u>Community instructor certification</u> c. Certified discussion with school staff <u>School staff certification</u>

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. Electrical System: a. Doug will explain the electrical power source for the turbo commander. b. Doug will then draw a diagram of the electrical system describing major components and the function of each.	Vulture Aircraft Graph paper Community instructor Library resources	2. a. Explanation should be accurate and complete to the satisfaction of the community instructor. <i>Community instructor certification</i> b. A detailed schematic diagram which includes accurate measurements where appropriate
3. Doug will write a detailed description of the ignition system of the turbo commander, including an explanation of its operation.	Vulture Aircraft Community instructor School staff Vulture library resources	3. Written description of the ignition system to be certified technically accurate by the community instructor and grammatically correct by the school staff <i>Community instructor certification</i> <i>School staff certification</i>
4. Fuel System ; a. Doug will describe the fuel mixture used by the turbo commander. b. Doug will describe the size, shape and location of fuel tanks and lines. c. Doug will trace a drop of fuel from the fuel tank to ignition in the engine.	Vulture Aircraft Community instructor Library resources on fuel mixtures	4. a. In this description include careful math computations to illustrate proper and improper fuel mixtures as well as chemical composition, octane rating, additives, etc. <i>Community instructor certification</i> b. Oral description to school staff using a diagram <i>School staff certification</i> c. A creative written narrative to be certified technically accurate by the community instructor and evaluated for creativity and

Continued

ACTIVITIES	(Project Sample Number <u>CT10</u> Continued) SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
4. (continued)		4. c. (continued; spelling by the school staff <i>Community instructor certification</i> <i>School staff certification</i>
5. Communication System: a. Doug will list, by name and purpose, the components of the communication system. b. Doug will describe the operation of radio communication networks associated with flying and explain how a radio transmitter and receiver works, using any charts or diagrams needed.	Vulture Aircraft Community instructor FCC publications	5. a. Written list with functions carefully explained b. Discussion with school staff <i>School staff certification</i>
6. Navigation System: a. Doug will describe the navigation system of the turbo commander. b. Doug will demonstrate understanding of the principles of radar. c. Doug will demonstrate understanding of the principles and function of radio-directional equipment.	Vulture Aircraft Community instructor	6. a. Discussion with school staff <i>School staff certification</i> b. & c. Community instructor's certification that Doug understands radar and radio-directional equipment <i>Community instructor certification</i>

Continued

(Project Sample Number CT10 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
7. Since most of this project is certification of understanding the systems of an airplane, Doug will keep a very careful log of all the skills he learned and indicate whether they are skills that he observed, practiced or acquired. He will then have this skill sheet certified by his community instructor.	Community instructor Skill sheet form	7. Certified skill sheet to be submitted to school staff
8. At the conclusion of this project it would be useful for Doug to give serious thought to the ways in which he can continue to use this knowledge of aircraft systems outside of job-related tasks. He should brainstorm all the possible ways, vocational or avocational, to continue using his new skills.	Community instructor Other aircraft mechanics	8. Doug will bring an informal brainstorm list to his CI, discuss it with him, add to the list, then show it to school staff for a wrap-up discussion of ways to integrate these skills into his life. Submitted as a product the final list certified by both CI and school staff. _____ Community instructor certification _____ School staff certification

OBJECTIVES FOR PERSONAL/SOCIAL DEVELOPMENT

Outcome Goal: Students will increase their ability to understand and accept responsibility for self, personal behavior and effects of actions and attitudes on others.

Learning Objectives: Students should be able to

1. describe themselves by
 - a. identifying, assessing and using personal information to bring about personal growth and development
 - b. demonstrating a positive self-image
2. demonstrate self-direction and responsibility by
 - a. coping effectively with daily tensions and pressures
 - b. initiating action to further personal growth and development
 - c. making their own decisions and choices
 - d. setting realistic learning and life goals with a minimum of stress
 - e. describing and using strategies of decision making in determining courses of action and goals
 - f. evaluating decisions and their end results
 - g. understanding the consequences of their behavior in relation to themselves and others
3. deal positively with human sexuality by
 - a. understanding male/female roles as they develop in societies
 - b. explaining femaleness and/or maleness in terms of their personal development
 - c. understanding the effects of human sexuality on the selection of goals and courses of action
4. use personal information for entering into and maintaining effective interpersonal relationships by
 - a. describing individual and group behaviors in nonjudgmental terms
 - b. demonstrating involvement in group processes by talking, listening and looking at other group members
 - c. listening and contributing in individual or group discussions without interrupting or dominating the interaction
 - d. agreeing and disagreeing with members of a group without demonstrating hostility

PROJECT IDEABOOK

As a Life Skill, personal/social development deals with what is perhaps education's most generalized and least measurable purpose: that of providing students with resources and experiences to help them develop and refine their attitudes toward themselves and society.

Supporting students' personal/social development begins with increasing their awareness that personal growth is largely a result of the choices an individual makes and that observable behavior equates with how a person acts out choices. Hence it is important to stress that they make the choices necessary to identify and accomplish their long- and short-term goals. Ideally program learning strategies comprise techniques and processes whereby students can

1. reflect on their interests, personal characteristics and talents
2. match what they are learning about themselves with career and lifestyle interests
3. plan courses of action to achieve career and life goals that are personally meaningful and satisfying

At the same time, students' actual learning experiences, particularly their constant interaction with adults in various community settings, give them a chance to reassess what they know about themselves, redefine future goals accordingly and develop the flexibility necessary to cope with the fact that not only are they entering a rapidly changing world but their self-concepts and goals will be changing as they grow and mature.

The learning objectives for personal/social development are designed to help students deal effectively with a deluge of information about themselves and the world they will be encountering both in school and as adults. Objectives include growth in such personal management skills as mental health, self-direction, self-analysis, interpersonal relations and responsibility.

Individualized Learning and Self-Reflection

The negotiation process for developing individualized projects encourages students to look at themselves, exercise self-direction and responsibility and enter into effective interpersonal relationships with a variety of people (personal/social development objectives 1, 2 and 4). Care should be taken to avoid male and female stereotyping in the design and implementation of projects.

Projects Focus On Growth

When they participate at community sites, students face many of the responsibilities required of mature adults. They not only examine job-specific skills and conditions, but they also gain a better feeling for the many intangibles related to the adult working world--the kinds of personal responsibility they will have to exercise, types of people they will have to encounter and other subtle psychological and environmental factors contributing to job performance and personal satisfaction. In this way students encounter personal management skills they will have to exercise in adult life and work--getting along with others, being on time, respecting property, being honest about expressing abilities and talents, and so forth.

The predesigned project in this area asks students to describe themselves in an objective yet positive way and to apply the critical thinking process to examine "who" and "what" they are. Students then interpret what they have observed about themselves, identify a behavior they wish to change and define a course of action to achieve that change. They also must reflect on themselves as they relate to interpersonal activities and consider how they perceive male and female roles in their own lives and in society. Students conclude the project by summing up their experiences in self-descriptions.

In the individually negotiated project for this area students focus on a particular aspect of their personal development that they feel needs improvement and/or further understanding. In designing such a project students should look particularly for ways in which they might learn more about themselves while also learning more about the world around them.

STUDENT NAME _____

LIFE SKILLS AREA PERSONAL/SOCIAL DEVELOPMENT (predesigned)

PROJECT TITLE What (Can I Do) About Me?

COMMUNITY SITE/INSTRUCTOR _____

SCHOOL STAFF RATIONALE:

By completing this project, you will learn how to know yourself better as an individual and as a member of a group. In gaining a clear sense of "who you are," you will learn some skills to help change your behavior to a style that you think is more satisfying.

STUDENT RATIONALE:

Starting Date _____
Target Date _____
Date Received _____
Completion Date _____

PROJECT EVALUATION:

RECOMMENDATIONS:

ACTIVITY 1 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. Describe yourself in a positive way. a. Make a list of your personal strengths and weaknesses, both physical and personal. b. Based on your list of strengths, show the good, positive you in one of the ways suggested in the Products/Criteria column. c. Read the list of words on the attached Useful Vocabulary List; as you work through this project, define these words in your own terms. Refer to school staff or psychology books for clarification of terms that are new to you. d. Read a book that deals with a person who is looking deeply at his/her life and attempting to make changes.	Useful Vocabulary List (Attachment I) --school staff --psychology books Libraries Suggested Book List (Attachment II)	1. a. Lists of strengths and weaknesses (Try to get at least 10 of each.) b. Choose one of the following: • make an advertisement for yourself • use drawings, photographs and other materials to create a visual representation of (1) you as you see yourself and (2) you as others see you • write an autobiography • write a long, laudatory eulogy for yourself extolling your virtues and achievements, to be judged on ability to render the reader teary-eyed • _____ (other) c. Definitions of the vocabulary words d. _____ Title of book selected Write a letter to the main character in the book. Show that you understand the changes this person went through and the processes involved.
SCHOOL STAFF EVALUATION:		

ACTIVITY 2 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
2. Show that you can change your own behavior if you want to. a. <u>Identify</u> something you do that you'd like to change (either improve it or abolish it). b. At a community site, <u>observe</u> this behavior in yourself and record data about it in the following way: • Select a period of time to observe yourself. • Count the number of times the behavior occurs during this observation period. • Show the data on a graph or chart. c. <u>Interpret</u> the graph or chart and think about how your behavior might affect other people and how it might affect job performance. d. <u>Plan</u> a strategy for changing this behavior by: • setting a goal • listing the difficulties you will have to overcome to reach the goal (continued)	Community site	2. a. Written description of behavior (or cartoon or tape...) b. Chart or graph (make it clear and simple) c. Well-written paragraph explaining how this behavior could affect other people or your job. Have it read and certified by two people, one community instructor and one other person with whom you spend a lot of time. _____ <i>Community instructor certification</i> _____ <i>Personal acquaintance certification</i> d. Discuss your goal, plan and progress with your school staff. _____ <i>School staff certification</i>
SCHOOL STAFF EVALUATION:		

ACTIVITY <u>2</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. (cont.) • listing the resources you already have that will help you overcome the difficulties and achieve the goal • outlining what you need to do • setting a deadline • evaluating your progress		
SCHOOL STAFF EVALUATION: 105 106		

ACTIVITY 3 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
3. Learn how to be an effective member of a group.* a. Prepare a chart for recording the behavior of individuals in a group meeting. (Ask school staff for help in selecting behaviors to evaluate.) Observe the group and record data on your chart. b. On a community site, participate in a conversation doing at least three "perception checks." (See the Vocabulary List, Attachment I, and define "perception check.") Practice with a friend first! c. Ask an adult to observe you participating in a group and, using your group behavior chart from Activity 3, to rate your participation as a group member. d. Evaluate your ability to apply group process skills. First talk with school staff about what these skills are; then talk with staff about how you rate yourself on applying these skills. <i>*Small groups will be organized to complete this activity.</i>	Community site Group sessions	3. a. Completed chart recording group behavior b. Community instructor certification that you can do perception checks <i>Community instructor certification</i> c. Adult certification with suggestions for improvement <i>Adult certification</i> d. Discussion with school staff person <i>School staff certification</i>
SCHOOL STAFF EVALUATION:		

ACTIVITY 4 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
4. Understand how male/female roles in the family have developed in our society and how they influence our daily lives. a. Describe the ideal family. b. Read about at least three other cultures and compare typical family structures in the cultures with your own ideal. Suggested categories for comparison are: • Number of generations present in household? • Who is the chief decision maker? • Who is primarily in charge of child care? • Who is the chief provider of material goods? c. Research the statistics on family structure and roles in the U.S. Suggested data to look for are: • percentage of families with single head of household • sex of these heads of households • percentage of mothers with children under six years of age who are employed outside the home	Equal Rights Amendment: recent news articles Books on cultural variations in family structure and roles State Bureau of Labor, Civil Rights Division Local Affirmative Action programs Women's Studies programs in high school, college or university Title IX of the Education Amendments of 1972 (athletics)	4. a. Written description. b. Chart that shows comparison of family structures on selected characteristics. c. Report on statistical research.
SCHOOL STAFF EVALUATION: 109 110		

ACTIVITY 4 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
4. d. Choose some bases for comparison and compile a comparative study of your ideal family with a typical family either in the United States or in another culture. Try to analyze whether sex roles are more related to cultural patterns or to biological differences.		4. d. a comparative study of two structures emphasizing sex roles within the family.
SCHOOL STAFF EVALUATION: 111 112		

ACTIVITY 5 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
5. a. For each of the following job titles, write down the sex that comes to your mind first: • secretary _____ • bank executive _____ • school principal _____ • teacher _____ • hair stylist _____ • model _____ • truck driver _____ Are you personally aware of any exceptions? Explain. b. Pick a job title (could be on the above list) which is not normally associated with persons of your sex. Investigate and document the difficulties you might expect to encounter in trying to get that job. Are you aware of any sex discrimination relating to hiring for this job?	Equal Rights Amendment: recent news articles Community site personnel department State Bureau of Labor, Civil Rights Division Community instructor Affirmative Action plans Women's Studies programs Title IX of the Education Amendments of 1972	5. a. Discussion with school staff. <i>School staff certification</i> b. A well-written paragraph documenting difficulties and explaining any discrimination of which you have become aware.
SCHOOL STAFF EVALUATION. 113 114		

USEFUL VOCABULARY LIST

1. behavior _____
2. behavior modification _____
3. coping _____
4. dominate _____
5. facilitate _____
6. feedback _____
7. group process _____
8. ideals _____
9. interpersonal relationship _____
10. participant _____
11. participant-observer _____
12. perception check _____
13. personal goals _____
14. responsibility _____
15. risk _____
16. self-awareness _____
17. self-concept _____
18. self-direction _____
19. social roles _____
20. strategy _____
21. trust _____
22. values _____

SUGGESTED BOOK LIST

Go Ask Alice Anonymous
Lisa, Bright and Dark John Neufeld
I Never Promised You a Rose Garden Hannah Green
A Separate Peace John Knowles
I Know Why the Caged Bird Sings Maya Angelou
Anne Frank: Diary of A Young Girl Anne Frank
Autobiography of Malcolm X Malcolm X; ed. by Alex Haley
Memoirs of an Ex-Prom Queen Alix K. Shulman
The Story of My Life Helen Keller
Zelda Nancy Milford
Siddhartha Herman Hesse
Eleanor: The Years Alone Joseph P. Lash
Loneliness of the Long Distance Runner Alan Sillitoe
Dibs in Search of Self Virginia Axline
Joey Donald Goddard
Manchild in the Promised Land Claude Brown
Soledad Brother: The Prison Letters of George Jackson George Jackson
Why Am I Afraid To Tell You Who I Am? John Powell
Soul On Ice Eldridge Cleaver
Hey White Girl Susan Gregory
Yes I Can Sammy Davis Jr.
Alice in Wonderland Lewis Carroll
The Little Prince Antoine de St. Exupery
The Seven Storey Mountain Thomas Merton
Goliath David Harris

FOR FURTHER READING

Project Sample Number PS 1

STUDENT NAME Mike Calmers

LIFE SKILLS AREA Personal/Social Development

Sampson and Green Research Laboratory/

PROJECT TITLE Organizational Management and Personnel

COMMUNITY SITE/INSTRUCTOR Will Knotts

SCHOOL STAFF RATIONALE: As Mike continues his learning level at Sampson and Green Research Lab, his major goal is to familiarize himself with the general area of organizational management. As he becomes exposed to different management functions, he will see what things are important to managers and he'll especially concentrate on how they effectively deal with their staff in the areas of hiring, training, supervision and evaluation.

STUDENT RATIONALE: From this project, I hope to learn how to select, train and keep employees happy.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Mike will become familiar with all phases of the hiring process. The first step in this sequence of events is the application procedure: filling out the form, a resume and references. a. Fill out the attached application form and review it with the community instructor. b. With the CI's assistance, critique your old resume and make any changes that are necessary. c. Discuss with the CI the importance of references and the preferred methods for contacting them.	Sampson and Green Research Lab. Sampson and Green's application for Executive Administrative, Professional or Outside Sales Employment Will Knotts, community instructor Resume information booklet	1. a. Completed application form, certified by community instructor, to be submitted to school staff b. Original and refined resume to be submitted to school staff c. Community instructor certification that Mike understands the functions of references for a complete application <u>Community instructor certification</u>

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. A crucial skill of managers is to be able to conduct an effective interview that enables the interviewee to feel comfortable and appreciated as well as challenged. a. Mike should observe his community instructor conducting an interview. b. After the observation, Mike should be able to list the critical components of the interview. c. Mike will conduct a mock interview with his community instructor as the interviewee.	Interview session Will Knotts	2. a. <u>Community instructor certification</u> b. Written list to be certified by community instructor and submitted to school staff c. Tape of interview to be submitted with project
3. One of the sensitive areas a manager must deal with is notifying persons of personnel decisions. This is generally done either by telephone or in a letter. Mike will demonstrate that he can communicate this information in written form by writing and submitting two letters--one officially advising a candidate who was selected and one officially advising one who was not selected.	Sample letters Community instructor	3. Two typewritten letters to be judged on the basis of sensitive and clear communication in addition to grammatical considerations.
4. Just as a student new to our program goes through an orientation session, new employees at Sampson and Green are required to attend an orientation.	Orientation session Community instructor	4. Clear explanation of the similarities and differences of the two orientation sessions--our program's and Sampson and Green's. <u>School staff certification</u>

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
4. (cont.) Mike should go to one S & G orientation, and then orally compare it to the school orientation in terms of: • expectations • policy • evaluation • group participation • clear presentation of information • activities clearly related to participants' needs		
5. In order to get a first-hand picture of how Sampson and Green trains its new employees, Mike will interview the person whose specific job is staff training. a. He will write up a list of questions to effectively guide the session. b. He will then conduct the interview, asking additional questions as they come up in response to the staff trainer's comments.	Sampson and Green personnel office Training materials	5. a. Written list of at least 10 interview questions b. Certification that Mike's interview demonstrated his understanding of staff training <i>Community instructor certification</i>
6. Another sensitive area of the management position is that of supervision and evaluation. To demonstrate his understanding of both those processes Mike will do the following: a. Write a job description for a position designated by the community instructor. b. Complete a mock performance review for a person holding this job.	Community instructor School principal Restaurant manager	6. a. Neatly written job description certified by community instructor b. Certification that Mike can do a performance review in an acceptable style <i>Community instructor certification</i>

Continued

(Project Sample Number PS 1 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
6. c. Conduct a simulated reprimand of this person for not taking responsibility for one aspect of his/her job. d. Have a routine performance review done on himself and record it on tape. e. List all the different kinds of communication skills that are crucial for a manager dealing with supervision and evaluation.		6. c. Certification that Mike can deal effectively with personnel problems. <i>Community instructor certification</i> d. Tape of the performance review e. Written list to be discussed with and certified by community instructor <i>Community instructor certification</i>
7. As his learning level comes to a close, Mike should write an essay of at least 2-3 pages that includes discussion of the following topics: • What are the advantages and disadvantages of being in a manager's position? • What parts of the job were most and/or least personally satisfying? • How did he feel while conducting performance reviews? • What did he learn from this experience that could help if he chose to enter a management position? 123	Community instructor Managers at other companies, both larger and smaller	7. Two-three page essay written in ink or typed to be evaluated on the following criteria: • accurate spelling • effective introduction and conclusion • detailed coverage of requested topics 124

Continued

(Project Sample Number PS 1 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
8. Now that Mike has a perspective of management, he should give some serious thought to the reasons people seek these positions. In this activity he should consider prestige, power, money, health, etc. A way to communicate these thoughts in an organized way would be to list pros and cons of a management job. 125	Managers in different kinds of companies Community instructor School principal	8. List of pros and cons of a management position to be discussed with a member of the school staff in relation to Mike's career goals. <i>School staff certification</i> 126

Project Sample Number PS 2

STUDENT NAME Christopher Robinson

LIFE SKILLS AREA Personal/Social Development

PROJECT TITLE Creative Marriage

COMMUNITY SITE/INSTRUCTOR Local Community

SCHOOL STAFF RATIONALE: Although Christopher doesn't necessarily see marriage in his immediate future, it is something he's quite concerned about. His wish to prepare himself for a healthy marriage has led him to help design this project. He'll be reading other people's views, investigating changes in marriage/divorce statistics, and developing his own views of male/female roles and responsibilities, in addition to researching the legal aspects and common financial needs. Christopher will leave this project with a more mature sense of what a marriage demands and what he needs to do to prepare. Because Christopher still needs to reinforce his basic writing skills, spelling and sentence completion will be a major emphasis in evaluation.

STUDENT RATIONALE: Lots of my friends are getting married and I want to be more prepared than they are. I hope this project will help me learn to make wise decisions.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. The age-old institution of marriage has been thought about, sung about, painted about, written about and thrown about. I'd like you first to think through your current feelings on the following questions, in an attempt to clarify where you are now, as opposed to where you may be at the end of this project (or at the end of three years of married life): • Why do most people get married? • For what reasons would you marry a person? • List some reasons for marriage that you think are not so good,	Your own opinions of the moment	1. Written answers to questions listed in the activity. Your answers should be in complete sentences with all spelling correct. (If the typewriter you are using can't spell, you'd best look for one that can!)

Continued

(Project Sample Number PS 2 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. (cont.) but common nonetheless. How have reasons for marriage changed in the last half a century or so?		
2. Now that you've thought about and recorded some of your thoughts and opinions about marriage, it will be useful to do some reading and explore other people's opinions: - Select and read at least three current magazine articles about marriage. - Find at least one book to read. Make sure it is one that talks about the institution of marriage itself.	<u>Open Marriage</u> <u>Pairing</u> <u>The Intimate Enemy</u>	2. Complete bibliographic references for every article and book you've read all or part of. - For the magazine articles, write a summary of the main idea of each. - For the book you read, write a formal review. Negotiate the criteria for the book review with the school staff.
3. When marriage comes to mind, our obvious next thought is that of love. - Question the legitimacy of that progression. - Concern yourself with the growth and cultivation of love by thinking about and discussing the following: - What is your own definition of love? - Can love develop and be cultivated if a marriage is started without it? - Love and marriage may go together; is it possible for one to exist without the other? - What causes and enhances the growth of love?	Friends, married or single Marriage counselor Church pastor	3. a. and b. This product could take the form of a tape in which you informally discuss your feelings about love and marriage. Include mention of where your new insights come from.

Continued

ACTIVITIES	SUGGESTED RESOURCES (Project Sample Number PS 2 Continued)	PRODUCTS/CRITERIA (Specify criteria during negotiation)
4. a. Now let's gather some statistics to accompany your general readings and personal opinions. Find a recent article that gives you information about the percentage of marriages that succeed and that end in divorce. What I'd like you to end up with is a graph of the changes in marriage/divorce statistics for 1900, 1950, 1975 (approximate dates). b. Then draw some conclusions of your own about the causes for these changes, i.e., what do you think has caused the divorce rate to increase? Do you think the causes are different for couples between the ages 20-35 and 35-50? Refer to both your readings and your personal opinions.	Public library/<u>Reader's Guide to Periodical Literature</u> High school library School sociology teacher	4. a. Graph of statistical changes b. Write a statement giving your conclusions referring to specific statistics that support your opinions.
5. List the roles and responsibilities present in a marriage. Brainstorm first alone and then with someone else to make the list as long as possible. After you're finished with your list, for each item indicate whether or not it should be assumed by the husband or the wife or both (or neither?).	Parents Friends	5. A clearly laid out chart that shows which roles and responsibilities you think (a) should be assumed by one or the other marriage partner, (b) should be assumed by both and (c) could be assumed by either one. Discuss this chart with school staff. <i>School staff certification</i>
6. If you're going to get married, there are some facts you just can't do without, such as: • What are the procedures and costs for obtaining a divorce?	County Bureau of Licensing Attorney Notary public	6. Written response to each question listed, with all sentences complete and words spelled correctly

Continued

(Project Sample Number PS 2 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
6. (cont.) • When and how and why does a person make out a will? Is there a fee? • What kinds of insurance does a family need? Which are critical and which aren't? Find the answers to each of the above questions and accurately summarize the information.		
7. a. Make a comprehensive list of all the material needs two people would have in order to start life as a married couple, such as house furnishings, personal items, clothes and entertainment needs, food, monthly bills. Consult people in the community and, based on gathered information, your own life style and estimated guesses, develop a budget for yourself. b. After you've determined your financial needs estimate what income you'd need, whether or not you'd both need to work and what kinds of jobs would provide for your needs. c. Then figure out what effect children would have on your budget computations and conclusions.	Married community people Parents Newspaper ads	7. a. Graphs and/or charts that display all the required information b. and c. Written conclusions either in chart or in narrative form
133 8. What kinds of communication skills are necessary for a married couple to succeed? How can these be learned, used and constantly developed? Make a list of the different skills and/or techniques.	Counselors Your parents	8. Comprehensive list of kinds of communication skills needed with an explanation of why each is significant and how a couple can use it effectively 134

Continued

(Project Sample Number PS 2 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
9. Interview at least five married people to gather their insights and experiences concerning the institution of marriage. a. Write a list of at least 10 questions to guide you in the interviews. Suggestions are: • What is the most challenging aspect of married life? • What are the advantages of marriage over being single or living with a person? • Is it a dying institution? • Why is the divorce rate increasing? Make up more questions of your own. b. Conduct and tape the interviews. c. Based on your interview findings, consider how your attitudes and feelings about marriage have changed and/or expanded since Activity 1.	Married people in the community Parents Unmarried couples living together	9. a. Submit your questions for evaluation before you conduct the interviews. b. Turn in the tape to school staff. c. Written statement about what you've learned from interviewing these people, i.e., how can their experiences and insights give you meaningful guidance?

Project Sample Number PS 3

STUDENT NAME Melinda Zack

LIFE SKILLS AREA Personal/Social Development

PROJECT TITLE The Big Step (Away from Home)

COMMUNITY SITE/INSTRUCTOR Local Metropolitan Area

SCHOOL STAFF RATIONALE: Melinda is eager to prepare herself to live on her own. One of her biggest questions is how much it will cost to live each month and how large a salary she will need in order to support herself. Melinda needs to work on basic addition and subtraction and on writing complete sentences. The final product will be a large chart of expenses to use as a guide for accepting financial responsibility for herself.

STUDENT RATIONALE: From this project I will learn just how much it will cost to live on my own. At least then I'll sort of know what to expect.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. When you move away from home, you have the option of living alone or with someone else. There are definite financial differences in each living arrangement. In this activity you should: a. Find out how much it costs to rent a one-bedroom apartment, including cleaning deposit, first and last month's rent, deposits and utilities. b. Collect the same information for a two-bedroom apartment. (continued)	Local newspapers Local apartment buildings Tag board or cardboard	1. a., b. and c. Begin a large chart that you'll add to throughout this project; the final product will be a clear display of all living expenses. Be sure to turn in all figures and computations on a separate sheet of paper.

Continued

(Project Sample Number PS 3 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. c. Compare the cost difference between living alone and living with another person.		
2. a. Your project on nutrition should have given you some useful information for meal planning. For a period of two weeks, plan balanced and inexpensive meals. Find some ways to stretch food for more than one meal, in order to save both time and money. Be creative! b. After you've planned your meals, do an estimate on how much it will cost for one week of meals and then do a monthly estimate allowing for weekly variations.	Nutrition project Recipe books (there are specialty ones for budget meals) Local supermarkets Your mother	2. a. Two-week menu written out with three full meals per day. b. Cost analysis showing all computations with the final monthly figure to be recorded on your chart.
3. a. Inquire about types of insurance a person in your situation would need (medical, life, car, etc.). For each one, contact at least two insurance companies to collect the following information: • type of policy a person your age and situation should have • estimated cost for one year b. Pretend that you just had a sudden attack of appendicitis and have to go to the hospital to have your appendix removed. By calling a hospital find out how much the entire operation would cost you if you have one of the insurance		3. a. Information for each type of insurance. (Add to your chart the costs you've selected--plus miscellaneous medical expenses.) b. On a separate sheet define your medical problem and the amount of time and expenses for both individual payment and insurance payment.

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
3. b. (cont.) policies you investigated or how much it would cost without any insurance coverage at all. (When you call a hospital, be sure to tell them that this is a learning experience and not a real attack.)		
4. Plan a clothing budget for a six-month period, taking into consideration special circumstances such as seasonal needs and special occasion outfits.	Local retail stores	4. Add these estimated costs to your chart.
5. List all the possible miscellaneous expenses a person could encounter each month such as birthday gifts, vacations, entertainment, personal items such as tooth paste, pet food and vet bills, transportation, etc.	Local retail stores Veterinarian Public transportation system	5. Add these estimated costs to your chart.
6. Add up all the items on your costs analysis chart and figure out how much you would have to earn each month to cover all your bills and expenses. a. Check a handbook on occupations and make a list of various jobs of interest to you that pay this approximate salary. b. Go through the newspaper and see if there are jobs available to you.	Newspaper ads Employment agencies Occupations handbooks	6. a. List of types of jobs that pay the salary you'd need to cover expenses. b. List of all the jobs in these categories that are actually available and listed in the papers.

Continued

(Project Sample Number PS 3 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
7. As a good exercise in economic planning, create ways to cut down on expenses such as taking the bus as opposed to owning a car, or making gifts rather than buying, etc. Then try to refigure your general budget to one of extreme skimping and figure out how much you'd need to earn to cover these newly figured expenses. Find out what jobs pay this salary and how they differ from jobs you found for the first budget you figured.	School staff Parents Newspaper ads	7. Compare the different jobs and their respective salaries during a conversation with school staff. <i>School staff certification</i>
8. Bring your completed chart to a home economics teacher and discuss with him/her the degree to which you've made realistic estimates.	Home economics teacher Completed charts	8. <i>School staff certification of discussion</i>
9. Now you should be able to write a detailed evaluation of how much you feel this project will help you when you actually do move out on your own. Make this an essay of about two pages and at the end include a list of questions you still have.	Other students working on a similar project Parents School staff	9. Your essay will be evaluated on the following criteria: • clear communication of your feelings • sentence completion • general neatness

Project Sample Number PS 4

STUDENT NAME Howard Kaplan

LIFE SKILLS AREA Personal/Social Development

PROJECT TITLE Volunteerism and the American Red Cross

COMMUNITY SITE/INSTRUCTOR American Red Cross - Dory Hansen

SCHOOL STAFF RATIONALE: Howard is interested in different types of service organizations. Already this year he has partially completed a project on child abuse and he spent a week as a counselor at Outdoor School, so this project will expose him to a completely different aspect of public service agencies. He'll be working with the bloodmobile and volunteer programs as well as gaining a general picture of the Red Cross. The basic skills emphasis in this project will be on spelling and independent proofreading since his other project at this time is more heavily weighted with math.

STUDENT RATIONALE: I want to be of service somehow to other people, but I'll also need a job someday too, so I want to learn about paid service jobs as well as volunteer. I've always wondered what happens at the Red Cross.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Howard will become familiar with all the services offered by the American Red Cross (ARC). • Volunteer programs • Youth programs • Emergency and disaster relief programs • Health science classes • Instructor certification programs	ARC staff ARC written materials Community people who have volunteered at ARC	1. Written summary of each program currently offered at ARC. All sentences should be complete and it should be proofread for spelling.
2. Howard will become a participating member of the ARC community by experiencing several different kinds of services:	ARC personnel Community site	

Continued

(Project Sample Number PS 4 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. (cont.) a. Participate in the job of host and escort for the Blood Donor Center. b. Participate in recruitment of blood donors. c. Understand and participate in the clerical work. d. Help coordinate volunteer schedules for various services.		2. (cont.) a. _____ b. _____ c. _____ d. _____ <i>Community instructor certification for each area of service</i>
3. Howard will enroll in and successfully complete one of the Red Cross Health Services courses: ● First Aid ● Water Safety ● Mother & Baby Care ● Home Nursing ● Creative Parenting	American Red Cross Course materials	3. Name of Course: _____ Certification of completion: _____ <i>Community instructor or course instructor</i>
4. Howard will help design and create posters for specific program needs as they arise.	Art supplies Community instructor	4. Certification that Howard has made useful posters. _____ <i>Community instructor</i>
5. Howard will investigate how the average citizen is affected by the work of the ARC. Why is it an important organization and how and when did it originate?	Library ARC materials School staff	5. Essay that explains the development and purposes of ARC. This well-organized and concise essay should concentrate on spelling and proper paragraph construction.

Continued

(Project Sample Number PS 4 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
6. Howard will read the magazine article titled "Volunteerism: Your Money or Your Life." He'll then think about these concepts and write a two-page essay about how his experiences as a Red Cross volunteer and as an Outdoor School volunteer counselor have influenced and/or changed his plans for a career in social services. 149	Reprinted magazine article	6. This essay should have a clear introductory and concluding paragraph and part of the evaluation will be based on how well Howard proofreads for spelling errors. 150

Project Sample Number PS 5

STUDENT NAME Dorothy Jamison

LIFE SKILLS AREA Personal/Social Development

PROJECT TITLE Overview of Mental Retardation

Friendly House Work Activity Center/
COMMUNITY SITE/INSTRUCTOR George Popnik

SCHOOL STAFF RATIONALE: Dorothy wants to learn about the causes and effects of mental retardation. She is considering the possibility of teaching in special education programs or working in a hospital, but she wants more information before making a definite decision. Dorothy is in her senior year and has already applied to colleges and universities in the area, so this project will also encourage her to refine study and research skills. Because Dorothy is taking Algebra II this term, there will be no math in this project.

STUDENT RATIONALE: I'm serious about working with the mentally retarded, but I want to learn more about certain diseases. I might want to teach but also I might want to work as a nurse in a hospital. I asked for this project so I could come closer to a decision.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. a. In order to gain an overview of the entire issue of mental retardation, first go to the library and do a quick general survey of the most up-to-date publications, both books and magazines. b. After you've done the readings, construct a definition of "mental retardation."	Library resources Friendly House materials Community instructor	1. a. Bibliography in proper form of up-to-date publications concerning mental retardation. b. Definition should be expressed clearly and concisely in your own words. Have it read and evaluated by your community instructor. <i>Community instructor certification</i>

Continued

(Project Sample Number PS 5 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. Find out about as many agencies as possible that work with the mentally retarded. For each agency write a brief annotation of their services and clientele.	Work Activity Center Special Education Depts. Mental Health Clinics Rehabilitation Services Medical School Hospital Goodwill Industries Guide to Community Resources	2. List of service agencies indicating whether each is public or private with an annotation distinguishing the services and clientele of each. Give a more complete and detailed description for the Friendly House Work Activity Center (WAC).
3. With the help of your CI become familiar with the teaching methods used in Friendly House. Because behavior modification is emphasized, research B.F. Skinner and his contributions to the field. Then write a short research paper describing the philosophy and methods of Skinner's theory of behavior modification, with special attention to how the WAC has been influenced by him.	WAC resources Special Education Depts. Community instructor Library resources	3. This paper should be about 2-3 type-written pages and will be evaluated on the following criteria: • accurate listing of resources • clear understanding of concepts • accurate application of concepts to WAC
4. Make an appointment with the community instructor to discuss your opinion of behavior modification. You should be able to state your opinion clearly and logically. Defend it.	Community instructor Research paper from Activity 3	4. Certification that you can clearly state and defend your opinions of behavior modification. Community instructor certification
5. Gather information about the major types of mental retardation, such as Down's Syndrome, and be able to discuss the causes and effects of each. Think about these in terms of teachability, need for long-term institutionalization, etc.	Library resources Local doctors WAC staff Community instructor	5. Chart should be clear and easy to interpret and should include all the requested information as well as your own additions.

Continued

(Project Sample Number PS 5Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
5. (cont.) Design and complete a chart that portrays the following information: • major types of retardation • known causes • earliest symptoms • effects of disease • implications for learning and/or teaching • other information of interest to you		
6. As you observe and participate in the teaching duties at Friendly House, concentrate on the teaching of functional words. As you become familiar with the presently used methods, use your knowledge to develop an original method and demonstrate it to a member of the school staff.	Community instructor WAC teaching materials	6. School staff certification of confident and knowledgeable demonstration, including charts and/or other visual aids. <i>School staff certification</i>
7. Think back on your experiences at Friendly House and prepare a statement summarizing what you've learned and how it has thus far influenced your career plans. Use this opportunity to try your hand at another communications skill--oral narrative. Convey this information on a cassette tape.	Tape recorder	7. Your tape should be clear in articulation of concepts as well as enunciation of words.

Project Sample Number PS 6

STUDENT NAME Tommie Johnson

LIFE SKILLS AREA Personal/Social Development

PROJECT TITLE Communication Skills
in Dealing with Customers

COMMUNITY SITE/INSTRUCTOR Miller's Tool and Die/Sam Rush

SCHOOL STAFF RATIONALE: In Tommie's first project at Miller's Tool and Die he devoted one activity to working on his communication skills, and his community instructor commented that he made commendable progress. Because Tommie still needs to work on these skills, this project will treat them in greater depth. Specifically, Tommie will concentrate on dealing independently with customers on a one-to-one basis and interacting with other staff members.

STUDENT RATIONALE: I feel that this project would help me talk better with customers and get to know where the parts are a lot better.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. a. Tommie will work on building his self-confidence by improving his ability to work independently with customers on a one-to-one basis. His goal will be to wait on at least one customer a day with no assistance. b. To complete this he may have to ask for assistance with three or four other customers before completing the task independently. When he asks for assistance, this must be done <u>quickly</u> and without delay so that the customers don't have to wait too long.	Community instructor Customers and requisitions	1. a. CI certification that Tommie has reached his goal. <u>Community instructor certification</u> b. CI certification that Tommie asks for assistance quickly. <u>Community instructor certification</u>

Continued

(Project Sample Number PS 6 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. Tommie will work especially hard on improving some of his conversational skills. Two specific techniques are listed here: a. Create a log of regular customers listing each by name and department. b. Tommie will ask his community instructor to set some specific goals for interaction with other staff members.	Regular customers Community instructor	2. a. Written list of customers to be certified for accuracy by community instructor and then submitted to school staff. b. Goals to be written neatly and clearly certified by CI after reaching each one.
3. Miller's Central Store does inventory twice yearly. Going through this process of inventory will help Tommie gain confidence in knowing the stock. a. Explain in writing <u>why</u> Miller's does an inventory. b. Participate in inventory. c. Complete inventory forms accurately.	Inventory procedures Community instructor Inventory forms	3. a. Written explanation describing in detail at least three reasons for the inventory. b. and c. CI certification that Tommie helped in inventory and accurately completed forms. <u>Community instructor certification</u>
4. Tommie will work on basic math skills in the inventory process. He will be assigned one bin to inventory alone. Using catalog drawer #43 he will: a. Accurately count all items. b. Figure merchandise value of each. c. Compute total merchandise value in bin.	Math teacher Inventory forms Catalog drawer Community instructor	4. a., b. and c. Final product will be in format used by Miller's and all figures and computations will be submitted to school staff person.

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
5. Tommie will arrange to have a 5 minute discussion with a member of the staff during which he will discuss the following: • increase in self-confidence • most difficult communication challenge • how experiences at Miller's have affected his ability to communicate	School staff	5. School staff certification that adequate discussion was held within time allotment. <i>School staff certification</i>

Project Sample Number PS 7

STUDENT NAME Maggie Gray

LIFE SKILLS AREA Personal/Social Development

PROJECT TITLE Smile--You're a Dental Receptionist

COMMUNITY SITE/INSTRUCTOR Dr. C. Krumm's Dental Office/
Peggy Smith

SCHOOL STAFF RATIONALE: In addition to the first project designed for learning the skills of a Dental Assistant at Dr. Krumm's office, Maggie will now involve herself in learning receptionist duties. She'll develop the communication skills for greeting and phoning patients, making and changing appointments, and she'll familiarize herself with the use of data processing in billing procedures. Making use of knowledge of the job and knowledge of self, Maggie will rate herself for improvement.

STUDENT RATIONALE: I hope to be able to answer questions that patients ask and I hope to see if I would like to have a job like this.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. With your community instructor, make a list of the personal <u>and</u> professional qualities an ideal receptionist would have.	Community instructor School counselor	1. Construct a neat list accurately categorizing personal and professional qualities.
2. a. For each of the qualities on your list in Activity 1, rate yourself on a scale of 1 to 10, 1 being the lowest and 10 the highest. At the end of your project repeat this rating on the same form in another color so you can <u>see</u> your improvements.	School staff Community instructor Community site Graph paper	2. a. Chart on which you rate yourself on the qualities listed in Activity 1.

Continued

(Project Sample Number PS 7 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. b. For each category that you rate yourself below 7, work with your community instructor or school counselor to set some goals and plan a specific strategy that will result in significant improvements. c. Implement your plan and at the end of your project, turn in that compiled rating chart.		2. b. List your well-thought-out strategies for <u>each</u> category. c. Turn in chart with CI certification that you've shown improvement in the designated areas.
3. As you learn to make appointments for clients, you will learn to efficiently perform the following: a. Communicate pleasantly and easily with a client on the phone. b. Make sure that appointments are made for the appropriate length of time. c. Accurately record the proper names in the appointment book. d. Efficiently implement the doctor's recall system. e. Be able to successfully maintain and coordinate two separate appointment schedules, one for the doctor and one for the hygienist.	Appointment books Clients Community instructor	3. a. <u>Community instructor certification</u> b. <u>Community instructor certification</u> c. <u>Community instructor certification</u> d. <u>Community instructor certification of implementation</u> e. <u>Community instructor certification</u>
4. In order to understand the office billing procedure, you should be able to: a. Explain data processing and how it serves the dental office. b. Determine what bills are due by reading the computer printout.	Computer printout Data processing materials Bank forms	4. a., b. and c. CI certification that you can explain data processing and interpret and work from the computer printouts. <u>Community instructor certification</u>

Continued

(Project Sample Number PS 7 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
4. c. Read, interpret and fill out various bank forms.		
5. A very important aspect of a dental office is the careful and accurate filling out of insurance forms. In order to do this properly you must be able to: a. Explain to a patient how to fill out the necessary forms. b. Compute a treatment plan with 100 percent accuracy.	Insurance forms Math teacher	5. a. CI certification that you can offer a clear explanation. Community instructor certification b. CI certification that you can accurately compute insurance forms. Community instructor certification
6. When the office computes employee withholding taxes, assist your community instructor throughout the entire process, including doing the payroll checks.	State and federal tax forms Community instructor Payroll materials	6. CI certification that you were a useful assistant. Community instructor certification
7. During this project, you've performed the duties of both the dental assistant and the receptionist. It would be to your advantage to seriously consider the personal and professional challenges and satisfactions of each position. Write a personal statement for each position, giving your feelings about which job you'd rather have and why.	Community instructor Activity 2 rating charts	7. Personal statement for each position with all spelling correct and sentences complete. Each statement should have an introductory and concluding sentence and be understood independently of the other. To be certified by school staff. School staff certification

Project Sample Number PS 8

STUDENT NAME Candy Stevens

LIFE SKILLS AREA Personal/Social Development

PROJECT TITLE Social Skills for a Waitress

COMMUNITY SITE/INSTRUCTOR Johnnie's Restaurant/Johnnie Corner

SCHOOL STAFF RATIONALE: Candy hopes to get a waitress job at Johnnie's or a similar restaurant, and she realizes her need for acquiring some social and communication skills necessary for this kind of job. In addition to becoming more comfortable with the customers, Candy will learn the basic tasks such as operating the cash register, taking and serving orders and general housekeeping chores.

STUDENT RATIONALE: I feel that the type of job I am doing at Johnnie's will help me in figuring out some of my own skills, and most important, it is forcing me to be more open with people. I have to talk to them and smile.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Candy will ask her community instructor to recommend a document for her to read explaining the State Health Regulations for people in food service positions.	Community instructor State Health Department	1. Written list of health safety regulations that affect you as a waitress. To be certified for accuracy by your community instructor. <u>Community instructor certification</u>
2. Candy will demonstrate her ability to make customers feel welcome by: • smiling sincerely • sometimes suggesting a table • recognizing regular customers	Community instructor School counselor	

Continued

(Project Sample Number PS 8 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. (cont.) • coping with people in different moods • finding positive ways to deal with customers' negative reactions a. She will then discuss her performance with her community instructor, taking note of his suggestions for improvement. b. Candy will construct a plan to improve her skills in the appropriate areas. c. At the end of this project Candy will again meet with her CI for an evaluation session.		2. a. Community instructor certification of evaluation discussion. <i>Community instructor certification</i> b. Written strategy for improvement to be turned in to school staff. c. Community instructor certification of improvement. <i>Community instructor certification</i>
3. Candy will meet the physical appearance standards set by her community instructor: • standard uniform (black skirt, white blouse) • clean nails and face • hair neat and clean and off shoulders • minimal amount of jewelry	Home economics teacher Hair care beauty school Counselor Community instructor	3. Community instructor certification when Candy's appearance meets these standards. <i>Community instructor certification</i>
4. Candy will master the menu within one week to the point of being able to describe what the items are, their abbreviations, how they're served and the price.	Johnnie's menu	4. CI certification that Candy can work from the menu with ease. <i>Community instructor certification</i>

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
5. After Candy has memorized the menu, she will demonstrate her ability to quickly and efficiently take an order by: • understanding what a customer wants in case of a combination or substitution order • quickly and legibly writing down order • spelling all words correctly • recognizing when a table wants something before the customers need to wave their hands for service	Johnnie's menu Community instructor Restaurant customers	5. Community instructor certification that Candy can perform at the level of an employee. Community instructor certification
6. Candy will show that she can efficiently use the cash register by: • counting cash quickly and making accurate change • being able to quickly determine whether a bill is approximately correct to prevent gross errors • in case of overring or undering, validating ticket in the register, marking the ticket and tape and writing the number on the master tape • being able to change the tape	Math teacher Cash register Community instructor	6. Community instructor certification that Candy can do all the tasks necessary to operate cash register. Community instructor certification
7. Candy will participate in all major/minor housekeeping chores to maintain the necessary clean environment, including: • taking dishes from dishwasher to storage place • making coffee	Posted list of daily duties	7. Community instructor certification that Candy accepts her part in these chores. Community instructor certification

Continued

(Project Sample Number PS 8 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
7. (cont.) ● keeping juice chilled in refrigerator ● wiping down service areas ● cleaning floor ● emptying garbage cans ● filling napkin holders ● cleaning windows and glass cases		
8. At the end of her learning level, Candy will write an essay discussing how she improved in her social and communication skills and how she feels about this kind of work as it relates to her personal and financial needs.	School staff	8. Criteria for essay should be written below after a rough draft is discussed with the school staff.

Project Sample Number PS 9

STUDENT NAME Philip Green

LIFE SKILLS AREA Personal/Social Development

Basic Skills and Communications

PROJECT TITLE at Lowell Library

COMMUNITY SITE/INSTRUCTOR Lowell Library/Annie Borden

SCHCOL STAFF RATIONALE: As Philip continues his project at the Lowell Library, he will concentrate on specific communication skills, some of which parallel his basic skills work. Because he still is not comfortable initiating or sustaining conversations with strangers, one long-term activity will be learning to handle the duties at the front desk of the library. In relation to his writing skills, Philip will work on vocabulary and essay writing skills. Philip is currently involved in a math project, so math will not be emphasized in this project.

STUDENT RATIONALE: I want to continue working in the library and learn how to work at the front desk.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
- Philip will select 10 new words per week and become familiar with them by doing the following: - Write each word legibly in a list for each week. - Use each word in a sentence that applies to the job site. - For each word write a synonym and an antonym. - Break each word into syllables. - For each word isolate the root and add a suffix and a prefix.	School staff Community instructor Dictionary	- To complete all parts of this activity Philip will select a way to write his information that is legible and easy to read. He should figure out a format for the first week and use the same format throughout. All should be done in ink and carefully proofread before handing in.

Continued

ACTIVITIES	(Project Sample Number <u>PS 9</u> Continued) SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. a. Philip will work on the following communication skills that are essential to a successful librarian: • eye contact with the person he's talking to • pleasant greetings for users • <u>voluntary</u> interactions with users b. Philip will select one specific period of time each day to be aware of and count observations of himself for the listed communication skills, plotting these on a graph. c. Based on his first week's count (shown on a graph) Philip will set a goal for himself for the remainder of his project, and record his daily observations.	Community instructor School counselor Graph paper Lowell Library	2. Philip will: a. and b. Turn in a copy of a graph that indicates his progress. c. Write a statement that describes his personal feelings about his progress.
3. Because part of Philip's interest in library work comes from his love of reading he will select a novel to read and evaluate. As he reads the book, he should pay particular attention to character development and plot. After completing the book, Philip will write a well-integrated essay in which he: • describes the plot • describes the main character • evaluates the book by either recommending or <u>not</u> recommending it to a friend	Lowell Library Community instructor	3. This essay should be proofread before handing in. School staff certification of clear, informative essay with accurate spelling. _____ School staff certification

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
4. Philip will become familiar with the library classification system. For 10 books he will explain to his community instructor where each is to be shelved and how he came to that determination.	Community instructor Dewey Decimal System	4. CI certification that Philip can understand and apply the library classification system. <u>Community instructor certification</u>
5. Philip will assume as much responsibility as possible for maintaining the front desk. His community instructor should list the tasks he needs to perform: a. _____ b. _____ c. _____ d. _____ e. _____	Lowell Library Community instructor	5. Community instructor certification for each listed task. a. _____ b. _____ c. _____ d. _____ e. _____ <u>Community instructor certification</u>
6. At the end of this project, Philip will write a statement that describes the progress he feels he's made in the area of interpersonal communication skills throughout the whole year.	Community instructor School staff Counselors	6. Essay written in ink that makes a statement of his opinion and also gives evidence to support this opinion. To be read and certified by both his community instructor and counselor. <u>Community instructor certification</u> <u>School staff certification</u>

Project Sample Number PS 10

STUDENT NAME Nan Carlisle

LIFE SKILLS AREA Personal/Social Development

PROJECT TITLE Survival in the Wild

COMMUNITY SITE/INSTRUCTOR Survival School/Markam Jordan

SCHOOL STAFF RATIONALE: Through this project Nan will become familiar with the basics involved in outdoor emergency survival. After gathering information, she will teach some of it to fellow students and analyze her own strengths and weaknesses in light of possible emergencies. Because Nan has often been unsure of her own ability to survive in the wilderness, this project is designed to give her useful information and, as a result, personal confidence. Spelling will be the major basic skill focus.

STUDENT RATIONALE: I really like to go camping and hiking, but one time we almost got lost in a snow storm and that sure made me want to know more about survival.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Nan will gather some information about basic survival needs and, based on this information, put together a complete survival kit to take camping or hiking, etc.	Library resources Hiking clubs First aid teacher	1. First aid teacher's certification that the survival kit is safe and complete for Nan's situation. <u>First aid teacher certification</u>
2. a. Nan will read a book about emergency survival situations, such as the Donner Party or the plane crash in the Andes Mountains.	Library	2. a. Correctly written bibliography reference for the book she read.

Continued

(Project Sample Number PS10 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. b. After reading the book, she should summarize what the crisis was, describe how the people responded to it and end with a statement predicting how she would have responded.		2. b. Written report with information requested in the activity. All spelling should be correct.
3. Nan will prepare a "survival lesson" for a group of interested students. After teaching the lesson, she should ask the students to fill out a form that evaluates the interest and usefulness of her lesson.	Community instructor Students	3. Turn in completed evaluation forms and discuss them with the community instructor in terms of the quality of the information and the ability to convey it. Community instructor certification
4. Nan will make a chart that gives useful survival information for situations in which she could find herself.	Community instructor Tag board or cardboard	4. Neat chart that is legible in ink, spelled correctly and useful.
5. Nan will research the various kinds of survival shelters and choose one to construct as a model. As she builds this shelter, she will measure everything to scale and keep an accurate record of all measurements and dimensions.	Library Outward Bound publications	5. Turn in a planning diagram with accurate measurements and dimensions. Have the shelter evaluated by the community instructor on the basis of its predicted effectiveness. Community instructor certification
6. a. Nan will participate in a three-day session with the survival class, keeping a daily journal to record events, feelings, etc. b. After the survival trip, she will write in the journal a summary of what she has gained in this project and how it helped her during the three days.	Survival Class Recommended supplies Journal	6. a. and b. Completed journal should be turned in and discussed with school staff person. School staff certification

OBJECTIVES FOR SCIENCE

Outcome Goal: Students will increase their ability to recognize and apply scientific procedures and methods, particularly in the analysis of technology's impact on natural environments and cultural values.

Learning Objectives: Students should be able to

1. use systematic logical methods for testing the reliability of facts
2. use cause and effect reasoning to explain a point of view
3. recognize precision, accuracy and self-discipline as necessary aspects of the scientific method and discover by application the extent to which they either have these traits or are willing to develop them
4. discuss positive and negative consequences of advancing technology
5. describe a balance between technological progress and the quality of life

The existing level of technology in this country brings every person into direct and often complex contact with the results of science. In recent years environmentalists have shown quite clearly what happens when we emphasize the products of science without understanding fully or attending to the effects of those products. Understanding scientific procedures and the impact of technology on the natural environment and on human values is an essential step toward meaningful participation in today's society.

The Scientific Method

The scientific method involves the following basic steps:

1. collecting observations
2. generalizing the observations by searching for patterns or correlations

PROJECT IDEABOOK

3. from the patterns or correlations, formulating an hypothesis relating the observations to some cause or condition
4. using the hypothesis to make predictions
5. collecting more observations to test the truth of the predictions, thus confirming or denying the hypothesis

It is useful to point out to students how closely these steps relate to the logic of the critical thinking steps outlined in the learning objectives for that life skills area. It is also important that students realize that the scientific method (or any other method of problem solving) does not necessarily yield the truth. Using the method can only be expected to result in an increased likelihood of finding a true relationship or a relationship more closely approximating the truth. Thus students should come to appreciate the role of uncertainty as a part of science and to better understand that all human knowledge involves a growing and changing process. This is particularly important with respect to our attitude toward technology and its relationship to the environment and to our standard of living.

Projects in Science

Science learning objectives emphasize the processes necessary to understand science as a specified field of inquiry and to profit from the scientific method as it may be applied to any problem. All students need not immerse themselves at great length in the facts and methods of a particular scientific discipline (for example, biology, chemistry, physics) to gain a firm grasp of science and its implications. Instead each student's project activities should help the student discover personally what the scientific method is and come to use a variety of community resources and sites to test how and where science really does apply to our lives individually and as a society.

The predesigned project in this area contains activities that are standardized to the extent that all students confront each of the learning objectives identified for science as a life skill. At the same time, the resources and products/criteria columns are designed to encourage students to make full use of their unique interests and abilities in realistic practice of the scientific method.

When negotiating the student's subsequent projects, staff should try to build on activities practiced in the first, particularly in terms of further using community sites and giving attention to both local and global implications of particular science issues and problems. In this way, students whose interests might be totally

"nonscientific" are helped to perceive some of the ways in which science and technology impact all our lives.

If interests warrant, students can plan projects for intensive study of particular science fields in a variety of ways, including:

1. study of resource materials available at local public and private libraries and institutions
2. working closely with a community instructor with expertise in a given science (for example, a chemical engineer at a gypsum plant)
3. taking classes offered by community colleges and certain larger community sites

It is wise to let intensive study of this kind evolve as part of the experiences students have as they come to understand science in realistic situations by examining specific occupations of interest to them. For example, a student with a general interest in chemistry might, by exploring a local gypsum plant, wish to investigate industry's application of chemistry more fully. He or she can then negotiate a project to pursue chemistry in school or even sign up for a class offered to employees at the gypsum plant, where chemistry could be studied as it applies to the needs of that industry. Similarly a student with no conscious interest in science, but feeling strongly about being involved with people, might come to explore a variety of medical/social community sites and decide to pick up elementary biology as a prelude to advanced study in medicine, psychology or other related fields. A student might be very interested in general physics. Investigation could then occur through the various options listed above and the student might come to focus on a specific career or plan for future study in which a background in physics would be necessary.

The following examples of projects negotiated by students in science demonstrate how general interest in a subject can be given specific focus at a community site.

STUDENT NAME _____ LIFE SKILLS AREA _____ SCIENCE (predesigned) _____

PROJECT TITLE _____ Scientific Investigation _____ COMMUNITY SITE/INSTRUCTOR _____

SCHOOL STAFF RATIONALE:

This project is designed to acquaint you with the scientific method of problem solving. You will compare your abilities with those needed by a scientist. By completing this project you will become aware of the extent to which science is involved with many aspects of our lives.

STUDENT RATIONALE:

Starting Date _____
Target Date _____
Date Received _____
Completion Date _____

PROJECT EVALUATION:

RECOMMENDATIONS:

ACTIVITY 1	Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. Define science a. In your own words, state the scientific method of problem solving. b. In your own words, define the scientific terms on Attachment #1. c. Identify two job site applications of the scientific method. Discuss these with your community instructor. d. Does careful application of the scientific method under controlled conditions always yield absolute truth or certainty?		Science tests Attachment #1--word list Printed materials in school library Community instructor	1. a. A step-by-step statement of the scientific method of problem solving (oral or written). b. Written definitions. c. Discussion of applications of scientific method at the job site. Community instructor certification d. Discussion with school staff. School staff certification
SCHOOL STAFF EVALUATION:			

ACTIVITY <u>2</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. Become familiar with and learn to identify cause and effect relationships. a. <u>Define</u> and give an example of cause and effect. b. <u>Identify</u> cause/effect reasoning in two magazine or newspaper articles. c. At the community site(s) of your choice, identify four examples of cause and effect.	Materials on cause/effect Community instructor Newspaper/magazine articles Community site(s)	2. a. Written definition with example. b. Two magazine and/or newspaper articles with cause/effect relationships indicated. c. Written examples--discussed with community instructor. _____ Community instructor certification
SCHOOL STAFF EVALUATION:		

ACTIVITY 3	Planned completion date	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
3. At the community site, identify behaviors of a scientist and observe in yourself what behaviors and skills you have. a. Complete Attachment #2 in relation to the community site. b. Based on Attachment #2 (Activity Checklist) rate yourself on each of those behaviors and skills. c. Determine which behaviors and/or skills you would need to develop in order to pursue a career in science.		Attachment #2 (Activity Checklist) Community site Community instructor Science tests	3. a. Discussion of Attachment #2 with community instructor. <i>Community instructor certification</i> b. Written evaluation of scientific behaviors and skills you have. c. Discussion with school staff. <i>School staff certification</i>
SCHOOL STAFF EVALUATION: 196 197			

ACTIVITY 4	Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
4. Use the scientific method. a. Give ten examples of situations at the community site in which the scientific method could be applied. b. At the community site, select a problem and apply the scientific method to its solution. Make sure you carefully apply each step of the scientific method. c. Evaluate your role in the scientific method: • Was I able to solve the problem? • Did I correctly apply the scientific method? • Did I adequately consider the possible alternative solutions? • What biases did I have at the beginning of my research and how did I handle them? • In what ways did I use mathematics to solve my problem? • What skills have I developed that were particularly helpful in this process? • What skills would I need to develop to become more efficient at this kind of work? • Did I enjoy this experience? Why?	Community site Community instructor High school library Public library	4. a. A list of ten examples shared with the community instructor. Community instructor certification b. A clear statement of the problem selected followed by a step-by-step description of the process you went through. Summarize your findings and state your conclusions. Include a display of statistical data collected. c. Oral or written statement presented to school staff. School staff certification	
SCHOOL STAFF EVALUATION:			

ACTIVITY 5 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
5. Science in the community Select and visit a community site that is an example of advancing science and/or technology or is an agency dealing with environmental or ecological issues. On that site, investigate <u>an issue or an application</u> of the scientific method. _____ <i>Site selected</i> _____ _____ _____ _____ <i>Subject of investigation</i>	Local environmental, science or technological research groups and institutions Local or county planning commissions Community sites Local colleges and universities	5. Before you visit the site, negotiate with school staff exactly what you plan to learn. Gather information relating to the following questions and decide in advance how you will present this knowledge to the school staff: • Where is the site located? • Why is it in existence? • What issues does it deal with or what products does it produce? • How is the scientific method used? • What is the social or cultural impact of this organization? Information will be presented to school staff in the following manner: _____ _____ _____ _____ _____ <i>School staff certification</i>
SCHOOL STAFF EVALUATION: 200 201		

SCIENTIFIC TERMS

In your own words, provide a working definition of the following list of terms:

1. Variable _____
2. Experiment _____
3. Conclusion _____
4. Hypothesis _____
5. Control _____
6. Chemistry _____
7. Conservation of energy _____
8. Physics _____
9. Atom _____
10. Photosynthesis _____
11. Light Year _____
12. Analysis _____
13. Inductive and deductive thinking _____
14. Scientific classification _____
15. Biology _____
16. Earth science _____
17. Chromosome _____
18. Bacterium/Virus _____
19. Mammal _____
20. Cell _____
21. Inertia _____

ACTIVITY CHECKLIST

At the community site you will attempt to observe scientific behaviors using the following checklist as a guide and a record of your observations.

<u>Community Site</u>		
What to look for	What did you see that seemed to suggest this type of behavior*	What did you see that seemed to demonstrate the opposite type of behavior*
Systematic Behavior		
Critical Thinking		
Using Logical Methods		
Relying on Fund of Facts		
Cause and Effect		

*If the space allowed is not adequate, use a separate page for additional observations.

ACTIVITY CHECKLIST (cont.)

What to look for	What did you see that seemed to suggest this type of behavior	What did you see that seemed to demonstrate the opposite type of behavior
Using Precision		
Using Accuracy		
Shows Development of Self-Discipline		
Shows Effective Relationships with Others		
Shows Initiative		
Shows Ability to Make Independent Decisions		

ACTIVITY CHECKLIST (cont.)

What to look for	What did you see that seemed to suggest this type of behavior	What did you see that seemed to demonstrate the opposite type of behavior
Shows Ability to Set and Meet Goals		
Shows Ability to Cope Effectively with Stress		
Shows Self-Esteem		

Project Sample Number Sc 1

STUDENT NAME Robbie Marchus

LIFE SKILLS AREA Science

PROJECT TITLE Weight Training

COMMUNITY SITE/INSTRUCTOR None

SCHOOL STAFF RATIONALE: Robbie is currently enrolled in a weight lifting class. This project will help him build on his class activities in order to understand the basis of weight training. Through reading, interviewing, writing and practicing techniques, he will become familiar with the muscular system in the body and how to keep physically fit.

STUDENT RATIONALE: I like lifting weights but I don't want to get "muscle-bound." I hope this project will help me learn how to get the most out of my favorite hobby.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Review the physiology of the muscular system through reading and research.	Library Local health and sports organizations	1. Identify twenty important muscles of the human anatomy on a chart and explain the major functions of each muscle. <u>School staff certification</u>
2. Principles of weight training Research principles of weight training by interviewing a P.E. instructor or someone of equal competence on the principles of weight training and gaining weight.	P.E. Department Local health and sports organizations	2. Write a report listing questions asked and answers given by person interviewed. Write a short paper on the relationship of weight training to gaining strength. <u>School staff certification</u>

Continued

(Project Sample Number Sc 1Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
3. Conduct a resource search for materials available in the local community on the subject of body building and weight training.	Your community Telephone and resource directories Libraries Catalogs	3. Either write out or discuss findings of search with school staff. <i>School staff certification</i>
4. Demonstrate effect of bar bell techniques on muscle development. a. Through P.E. class activities or own research, learn correct bar bell techniques for various types of lifts. b. Learn how correctly applied bar bell exercises can be used to develop specific muscle groups.	Physical fitness experts identified during this project Local gymnasium	4. a. Demonstrate to a P.E. instructor or someone of equal competence the correct bar bell techniques involved in ten different lifts. <i>Certification</i> b. Explain (in writing) what exercises in weight lifting develop specific muscle groups. <i>School staff certification</i>

Project Sample Number Sc 2

STUDENT NAME Kevin Clark

LIFE SKILLS AREA Science

PROJECT TITLE Scuba Diving for Fun and Profit

COMMUNITY SITE/INSTRUCTOR Cliff's Scuba Shop

SCHOOL STAFF RATIONALE: Through this project Kevin will become familiar with basic scuba diving. He will do research on density and buoyancy, breathing and first aid. He will use math computations to figure time elapsed on a dive in comparison to amount of time allowed. He will use research and reading skills and will investigate what types of jobs he could do with this skill.

STUDENT RATIONALE: I never thought of scuba diving as science before, but I can see that divers need to know a lot about it to stay safe.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. a. Kevin will research the various types of gear necessary for scuba diving. b. He will do comparison shopping in at least two scuba equipment shops on all items listed and compare them for price, quality and practicality.	Community instructor Cliff's Scuba Shop Other scuba equipment shops Other divers	1. a. List of gear and description or diagram of each item. _____ <i>Community instructor certification</i> b. Report on comparative shopping for each item. _____ <i>School staff certification</i>

Continued

ACTIVITIES	(Project Sample Number <u>Sc 2</u> Continued) SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. Kevin will research the topics of density and buoyancy in the water and tell what a diver must do to plan for these.	Community instructor Local diving areas Library Other divers	2. A written report describing density and buoyancy and telling what divers need to do to accommodate each. Community instructor certification
3. a. Kevin will describe what methods are used for breathing underwater and why each is necessary. b. He will demonstrate the methods that are applicable at the Scuba Shop pool.	Community instructor Library Scuba Shop pool	3. a. A verbal explanation to school staff or a tape of the methods used and why each one is necessary. School staff certification b. Certification that Kevin understands and is adept at different methods of underwater breathing. Community instructor certification
4. Kevin will research first aid methods necessary for diving accidents and tell when each would be necessary.	Community instructor Library Scuba Shop materials	4. Kevin will list some of these first aid methods and tell what each would be used for. To be evaluated for accuracy by community instructor. Community instructor certification
5. Kevin will plan for and complete one scuba dive in the ocean.	Community instructor Classmates Ocean	5. Certification by community instructor that dive was completed successfully. Community instructor certification

Project Sample Number Sc 3

STUDENT NAME Peggy Malarkey

LIFE SKILLS AREA Science

PROJECT TITLE The Work of the Lab Technician

COMMUNITY SITE/INSTRUCTOR Markham Building Materials/
Elaine Loomis

SCHOOL STAFF RATIONALE: Peggy is working on a project in which she is being introduced to some basic laboratory work. Since Peggy has never had a strong interest in science, her enthusiasm about this experience is very encouraging. This project will help her extend and apply some of the concepts she encountered in the science predesigned project in an area and a job that have future potential for her.

STUDENT RATIONALE: I've really liked being at MBM and I have to admit that Elaine's lab work looks interesting. If that's science, maybe I'll find I like science after all.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Peggy will demonstrate an understanding of gypsum by answering the following questions: • What is gypsum? • Where does it come from? • What is it used for? • What other industries in America use gypsum? • What gypsum samples came to the plant? • What are they being tested for? • How are these tests used to improve products?	Community site brochures, manuals and films Community instructor	1. A two-page essay titled "Gypsum: Research and Development" that answers the questions listed in the activity. The final typed product should be evaluated and commented on by your community instructor. <u>Community instructor certification</u>

Continued

(Project Sample Number Sc 3 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. Peggy will be able to identify and describe all the equipment used in gypsum analysis tests. This will include the name of the piece of equipment, the process it is used for and the steps necessary in maintaining it.	Equipment manuals Community instructor	2. Give school staff a list of all these pieces of equipment with a brief description of each and its use and maintenance. _____ <i>School staff certification</i>
3. Peggy's community instructor will give her five problems that require use of the calculator to solve, and Peggy will demonstrate that she can operate the calculator with 100 percent accuracy.	Calculator Community instructor	3. Five problems written out with correct solutions certified by the community instructor. _____ <i>Community instructor certification</i>
4. Peggy will understand all the steps a sample of gypsum goes through in the research lab.	Community instructor Other employees at community site	4. Flow chart that tracks a sample of gypsum from the time it is received at the research lab until tests are completed and the final report is submitted to the requesting plant managers. To be certified for accuracy by the community instructor. _____ <i>Community instructor certification</i>
5. Weighing and measuring gypsum samples is an important part of the lab work. a. Estimate the amounts that need to be weighed. b. Read the various scales and interpret. c. Keep records of the weights and amounts.	Community site lab equipment Community instructor	5. Community instructor certification that Peggy can perform these tasks with 90 percent accuracy. a. _____ b. _____ c. _____ _____ <i>Community instructor certification</i>

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
6. To determine impurities in the gypsum, liquids and solids need to be measured and weighed. This procedure involves the use of the Mettler Balance. Peggy will demonstrate to her community instructor's satisfaction that she can use this particular system.	Community instructor Community site lab equipment	6. Community instructor certification that Peggy can orally explain and participate in the procedure involving the Mettler Balance. Community instructor certification
7. Peggy will demonstrate that she understands how this job demands a basic understanding of the scientific method.	Community instructor Science texts	7. Oral discussion with school staff. School staff certification

Project Sample Number Sc 4

STUDENT NAME Anne Marie Hildegard

LIFE SKILLS AREA Science

PROJECT TITLE Out of the Frying Pot into the Fire

COMMUNITY SITE/INSTRUCTOR Crisis Clinic/Ted Larsen

SCHOOL STAFF RATIONALE: This project is designed to encourage Anne Marie to examine the subject of marijuana as objectively as possible, looking at both sides of the controversy. She will look at cause and effect relationships and will get basic skills practice in writing, oral communications, math and reading--skills in which she is already strong.

STUDENT RATIONALE: I'm real interested in this project because I want to know more about where I stand on the issue of marijuana.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Basic research a. Conduct an extensive search for material and compile a complete list of movies, books, pamphlets, people, places, etc. to be used to gain insight and information. b. Using the resources you have located, write a paper investigating what marijuana is, its forms, where grown, cost of growing it, other names for it, etc. c. As you do this project keep a list of all new vocabulary words encountered and their meanings.	Library Drug and alcohol programs Juvenile Division of Police Department Counselors Doctors Hot Line	1. a. Complete resource list, done in correct bibliographical form. b. Two-page paper to be evaluated on paragraph development and logical presentation of ideas. c. Vocabulary list with each word defined correctly in your own words.

Continued

(Project Sample Number Sc 4 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. Designing a questionnaire a. Through reading, research and/or interviewing someone, learn about the methodology of surveys, questionnaires and the importance of adequate samples. Explain what you have learned to your community instructor. b. Study and critique questionnaires which have been written and administered to people regarding aspects of the use of marijuana. Discuss your findings with your community instructor. c. Design a questionnaire which will be administered to a representative sampling of people. Ask school staff to help you get the questionnaire typed and 30 copies run off. d. List of a sampling of the people to whom the questionnaire is to be administered. (Age groups, employed or unemployed, geographical location, etc. should be considered.)	School staff Community instructor Library Counselors	2. a. Explanation of surveys and their correct use. b. Certification of useful discussion. <i>Community instructor certification</i> c. Copy of questionnaire to be attached to project. d. Description of interview sample to be attached to project.
3. Administer the questionnaire, keeping a record of the procedures you used. 222	School staff Community instructor Your recordkeeping system	3. Summary report written as a two to three-page essay to be evaluated on correct essay techniques. <i>School staff certification</i> 223

Continued

ACTIVITIES	(Project Sample Number <u>Sc 4</u> Continued) SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
4. Doctors' reports a. Read at least five articles, reports or books that discuss the pot question from a doctor's point of view. b. Write a report comparing the information gathered above with that gathered from the questionnaire. Discuss the possible psychological affects and/or aftereffects of marijuana.	Magazine articles Books Community instructor School staff	4. a. List of what you have read. b. Summary report written as a two to three-page essay to be evaluated on correct essay techniques. <i>School staff certification</i>
5. Rehabilitation programs a. Make a list of all the available drug rehabilitation programs in our town and the surrounding areas. b. Interview two people involved in working with drug rehabilitation programs.	Phone book Yellow Pages Medical society referral service	5. a. List of programs with brief description of their services and treatment approach. b. Tape recording of the interviews <u>or</u> of your summary of them based on your notes.
6. Insights into marijuana a. Talk with two drug or ex-drug addicts. Determine if they began by smoking marijuana or if they feel that its use had anything to do with them going to harder drugs. b. Talk with an official from the drug and alcohol section and find out his/her opinions concerning whether smoking marijuana can lead to the use of more drugs. c. Conduct an organized discussion with school staff of the three	Attachment: Important Questions	6. a., b. and c. Discussion to be held with school staff. <i>School staff certification</i>

Continued

(Project Sample Number Sc 4 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
c. (cont.) interviews. Support or refute the notion that the use of marijuana can or does lead to the use of other and more dangerous drugs. 226		227

IMPORTANT QUESTIONS

For Doctors:

1. Have there been any studies made on the use of marijuana?
2. If so, what are the results?
3. Is the use of marijuana, in your opinion, habit forming?
4. Are there any physical dangers in using marijuana?

For Users:

1. How often do you smoke pot?
2. How long have you been smoking?
3. What are your patterns of smoking?
4. What do you think the effects are on your mental and physical abilities?
5. Why did you start smoking pot?

Project Sample Number Sc 5

STUDENT NAME Margaret Scott

LIFE SKILLS AREA Science

PROJECT TITLE The Science of Running

COMMUNITY SITE/INSTRUCTOR YWCA/Gazelle Bush

SCHOOL STAFF RATIONALE: Margaret is, as she puts it, a "fresh air and exercise freak." Up until now this has taken the form of leisure sports and recreation activities, so this project will encourage Margaret to consider how the body works to support all this running. She will be doing a lot of reading, research and writing (which she likes) and also some math and interviewing (both of which still threaten her somewhat).

STUDENT RATIONALE: At last--a project my dog and I can do together! This is going to be interesting. If anyone needs me in the next couple of months, just ask if anyone's seen a sweaty girl running with a stop watch and a big pile of books in her tennis bag.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. Before beginning your specific research on running (which is only one important physical activity) investigate first the muscular structure of the entire human body (2-legged animals) and a 4-legged animal of your choice. Compare the two and report on any significant differences. Describe with diagrams and a written explanation the interdependence of the major muscles.	Anatomy books Gym teacher Community instructor	1. Diagram with written explanation of the interdependence of the major body muscles of a human and a 4-legged animal. <u>Community instructor certification</u>

Continued

(Project Sample Number Sc 5Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. Now, to the activity of running, apply what you have learned about all the body muscles. a. Diagram and explain what muscles are used in running and how they work. b. Using a school videotape machine or movie camera, visually record someone sprinting or running. Then slow down the film and analyze muscle use and body movement with your community instructor.	Anatomy books Community instructor Videotape or movie camera	2. a. Diagram with written explanation. Community instructor certification b. Showing of the videotape and discussion with community instructor. Community instructor certification
3. Research and explain reasons for speed limitations of running animals, specifically humans. Find out what physical builds increase speed and what other factors influence speed.	Science and physiology books Interview with community instructor Magazine articles Track coach	3. Written list of factors accompanied by verbal explanation of effects of build on speed. To be certified by community instructor. Community instructor certification
4. Research and explain factors contributing to endurance in running. Discuss what the variables are and what ideal combination produces greatest endurance.	Science and physiology books Community instructor Magazine articles Track coach	4. Written list of factors accompanied by verbal explanation. Community instructor certification
5. Research how the lungs work and the interchange of air. Find out what type of breathing is best while running and why.	Library Doctors Physiology and science books Magazine articles	5. A short paper (1-2 pages) on breathing in relation to running to be acceptable evaluated on idea development and journalistic style.

Continued

(Project Sample Number Sc 5 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
5. (cont.)	Community instructor Track coach	5. _____ <i>School staff certification</i>
6. Study the issue of the four-minute mile. Find out why the record is being broken repeatedly and for how long runners can continue to better their time (i.e., what is the "limit"?).	Library Doctors Physiology and science books Magazine articles Community instructor Track coach	6. Report on findings using format of your choice: • written report • taped interviews • verbal explanation
7. Using what you have learned in Activities 1-6 about muscles, speed, endurance and breathing, design a running exercise whereby you can test the effect of these variables in your own performance over a period of several weeks. Conduct the test you have designed, recording each activity accurately (timing yourself carefully) and summarizing the results in terms of the daily time, rate of increase, etc. Project when, if you continue to improve at the same rate established during the period of your test, you would break the four-minute mile.	Community instructor Track coach	7. Concise one-paragraph description of the activity; record of performance of each phase in the form of a graph showing daily times and rate of progress; and summary of results (one paragraph) including projection of when you would break the four-minute mile.

Project Sample Number Sc 6

STUDENT NAME Marty Fellman

LIFE SKILLS AREA Science

PROJECT TITLE I've Heard That Line Before

COMMUNITY SITE/INSTRUCTOR The Telephone Company/Hy Weier

SCHOOL STAFF RATIONALE: Classroom work on basic skills has not given Marty the level of expertise necessary to function comfortably as a versatile adult. He is gradually realizing that a person really does have to be able to read, write and do math if he wants to hold down an interesting job. Marty's interest in going to The Telephone Company will therefore be used in this project as the basis for some work in basic skills. In addition, activities will be designed to show that approaching the job logically--even to the extent of applying scientific methodology--is necessary for doing it well.

STUDENT RATIONALE: Isn't this project title a gas? (I mean a jolt!) That makes me want to do it even though science doesn't turn me on too much.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. Using resources and activities suggested by his community instructor, Marty will familiarize himself with the lineman's job and the skills necessary to do it well by: a. Understanding the systems and processes involved in the lineman's tasks. b. Becoming familiar with different machines or pieces of equipment used at this site. c. Learning the tools and equipment used directly or indirectly in a lineman's work.	Community instructor <u>Lineman's Schedule-Placing Handbook</u> <u>In Charge, Telephone Manual</u> Other site resources	1. a. Marty will be able to answer the community instructor's questions about the job description and responsibilities of a lineman. <u>Community instructor certification</u> b. Marty will be able to describe to the satisfaction of the community instructor the uses of a trencher, backhoe, ditchwitch, jackhammer and compressor. <u>Community instructor certification</u>

Continued

(Project Sample Number Sc 6Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. (cont.)		1. c. Marty will be able to describe and demonstrate to the community instructor's satisfaction the use of at least five tools or pieces of equipment needed by a lineman. <i>Community instructor certification</i>
2. During his work in Activity 1, Marty will compile a written list of twenty new vocabulary terms. He will define each of these terms and use them in a complete sentence.	Community instructor Phone company manuals Dictionary	2. Written vocabulary list with accurate definitions and complete sentences demonstrating correct usage.
3. Marty will learn what "work prints" are and how to read them.	Community instructor Work prints Phone company reference materials	3. Marty will be able to read and interpret a work print to the satisfaction of the community instructor. <i>Community instructor certification</i>
4. For a period of time to be negotiated with his community instructor, Marty will accompany a lineman as he goes about his work, participating in as many of the job tasks as possible. During this time he will keep a written record of the job skills he only observed, those he is allowed to perform once or occasionally, and those in which he gains real proficiency.	Community instructor	4. List of job skills clearly indicating those observed, those tried and those mastered.

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
5. Marty will work with his community instructor to design ten math "story problems" relating to the lineman's job. He will then do the computations to solve the problems and have them checked by his community instructor.	Community instructor Site resources Math books at learning center	5. Ten story problems, clearly stated and correctly computed. <i>Community instructor certification</i> (Marty, turn these in to me afterwards, I might want to use them in another project!)
6. Marty will increase his understanding of the use of the scientific method on a job site by analyzing a specific incident which occurred at the job site in terms of scientific method. In doing this he will write answers to the following questions: ● How does the scientific method apply to this job site? ● What specific problem is an example? ● What were the alternatives? ● What biases affected your reasoning? ● What skills applied in finding a solution?	Community instructor	6. Marty's written product may be either in the form of a one to two-page paper or a short paragraph responding to each question. Either choice will be evaluated for correct information, sentence structure and punctuation. <i>School staff certification</i>

Project Sample Number Sc 7

STUDENT NAME Sharon Saunders

LIFE SKILLS AREA Science

Preventive Dentistry & Basic Nutrition

Dr. Marshall's Dental Office/

PROJECT TITLE or the Award-Winning Plaque

COMMUNITY SITE/INSTRUCTOR Virginia Marshall

SCHOOL STAFF RATIONALE: Sharon is very interested in pursuing a career in the medical field and has already completed a project with a physical therapist. Her project with Dr. Marshall will give her another experience in the general field of medicine and will introduce her to the development and concepts of preventive medicine and the role of nutrition in dental health. Basic skills work will include communications, vocabulary development, fundamental math computations and writing, all of which Sharon already does well but would like to improve.

STUDENT RATIONALE: I am very interested in a career involved with helping people become healthy (or healthier). Dental hygiene is such a career.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. The first activity in this project will be to gather information about the job of dental hygienist and a. Compare the physical therapist information that you gathered earlier and your previous experiences at St. Matthew's Hospital with what you learned about a dental hygienist. Discuss with school staff. b. Discuss with Dr. Marshall whether the information for dental hygienist would be comparable to that of dental assistant.	<u>Occupational Outlook Handbook</u> Community instructor School staff Career counselor	1. a. Comparisons of dental hygienist and physical therapist to be discussed with school staff. <u>School staff certification</u> b. Discussion held with community instructor. <u>Community instructor certification</u>

Continued

(Project Sample Number Sc 7 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. b. (cont.) specializing in plaque control and preventive dentistry.		
2. Throughout the project, keep an updated list of new vocabulary words you need to use, learn proper spelling and a useful definition for each, then write a sentence using the words as you have heard them used at this job site or as they might be used there.	Community instructor <u>Medical Dictionary</u> Library	2. List of at least 25 words: ● Spelling will be tested for 100 percent accuracy at the end of the learning level. ● Definitions should be certified as correct by community instructor. Community instructor certification
3. Before you become totally involved in the specific skills of this field, it would be useful to have a good understanding of the following: ● What is preventive dentistry? ● Is it a new concept? ● What needs caused its evolution? ● What are some recent developments? ● Would most dentists want to hire a person with these skills? ● Does preventive medicine take business from a doctor?	Community instructor and resources she suggests School staff Library reference materials	3. Written answers certified as accurate by community instructor. Community instructor certification
4. As a way of becoming familiar with common patient needs, conditions and complaints, assist in general office tasks such as answering the phone, scheduling patients and filing charts for at least three hours.	Dental appointment book Community instructor Patients' charts	244

Continued

ACTIVITIES	(Project Sample Number <u>Sc 7</u> Continued) SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
4. a. During this time, keep a log of the common reasons patients are scheduled to see the dentist and the number of times each reason occurs. b. From this log, formulate an hypothesis concerning the need for and current success of preventive dentistry (at least in this office) and discuss your hypothesis with Dr. Marshall.		4. a. Neat log showing patients' reasons for visits and number of times each type of reason occurs. b. Discussion held. Community instructor certification
5. Become informed about the causes of tooth decay and gum disease: a. Complete Dr. Marshall's programmed instruction book on plaque control. b. Read other related materials provided by community instructor.	Programmed instruction book on plaque control Community instructor Materials provided or suggested by community instructor	5. a. Certification of completion. Community instructor certification b. List of other materials read and discussed with community instructor. Community instructor certification
6. As you will learn, nutrition affects the health of gums just as it affects general body health. To see how well you are providing your own body with the nutrition necessary to healthy teeth and gums, do the following: a. Keep track of <u>everything</u> you eat for a period of seven days. b. Using Adelle Davis' book <u>Let's Eat Right to Keep Fit</u>, compute amounts of carbohydrates, fat, protein and sugar in your diet to see if you're maintaining a healthy climate in your mouth.	Community instructor Nutrition books including <u>Let's Eat Right to Keep Fit</u>	6. a. For each day, list of all foods (including junk!) eaten. b. Chart displaying the computations for diet record.

Continued

(Project Sample Number Sc 7 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
6. c. Analyze your diet, discuss your analysis with Dr. Marshall and if necessary plan ways to revise your diet to improve your oral health.		6. c. Diet improvement discussion certified by community instructor. Community instructor certification
7. To conclude your investigation of dental hygiene and the job responsibilities of a dental hygienist, do the following: a. Observe the dental hygienist taking X-rays and developing film and then discuss with her the procedures used. b. Research X-rays and X-ray techniques--how they work, what X-rays can reveal and what they can't. Write up findings in a narrative report.	X-ray equipment Developing lab Community instructor	7. a. Observation and discussion completed. Community instructor certification b. No less than one-page narrative report, either handwritten or typed, to be evaluated for paragraph development and clarity of thought. School staff certification

Project Sample Number Sc 8

STUDENT NAME Janelle Clarkson

LIFE SKILLS AREA Science

PROJECT TITLE Getting Photography Down to a Science

COMMUNITY SITE/INSTRUCTOR Shutterbug Photography/Greg Laurence

SCHOOL STAFF RATIONALE: Janelle is interested in different forms of creative media and now wants to learn the basics of photography. Because she has used only fixed focus snapshot cameras, she will familiarize herself with the 35mm camera, from understanding the equipment parts and functions to final developing and retouching of prints. Her project activities will encourage her to consider how scientific methods and procedures are used in photography and how they depend on good basic skills.

STUDENT RATIONALE: Photography seems like a neat thing and I would like to find out a lot more about it and learn the basics of taking pictures and running a studio.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Your first activity will be to familiarize yourself with a 35mm camera. a. List each part, spelled correctly. b. For each one, give a complete description of its functions and how it relates to the other parts. c. Do the same for all principal accessories and lenses available for 35mm cameras.	35mm camera Time-Life series on photography Community instructor	1. a., b. and c. Detailed description of all camera components and principal accessories, written in complete sentences with all words spelled correctly. School staff or community instructor certification

Continued

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(Project Sample Number Sc 8 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. Now that you understand the 35mm camera, you should get a technical understanding of film--what it is and how it works. Participate in a discussion with your community instructor on types of film and conditions that determine their use. To conclude the discussion, summarize your understanding of what film is and how it works.	Time-Life series on photography Film company manuals and brochures School staff Community instructor	2. Oral explanation to community instructor. <i>Community instructor certification</i>
3. During your work on this project, keep a list of vocabulary terms that are useful to both the scientific and creative aspects of photography. Some suggested words are listed: ASA contrast composition perspective tone photosensitive emulsion color reversal exposure negative safelight Rembrandt lighting B.C.P.S. For each word on your list, write a sentence that could be used at Shutterbug Photography.	Dictionary Photography manuals	3. Certification of completeness of vocabulary list by community instructor. <i>Community instructor certification</i> Certification of correct sentence structure by school staff. <i>School staff certification</i>
4. Now let's do it! Shoot a 20-exposure role of 35mm film.	Community instructor Darkroom at Shutterbug Photography	

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
4. a. Learn all the steps involved in processing it. b. Process the film with the help of your community instructor		4. a. Written description (step-by-step) of what happens (chemically) to a piece of film from the time it is put in the camera until it is printed. b. Certification that you can develop and print a roll of film. Community instructor certification
5. a. For the roll of film that you took, ask your community instructor to critique the quality of the pictures and make suggestions for improvement. b. Shoot another roll of film that shows you understood those books of photographs by famous photographers. Develop it and evaluate it with your community instructor to see if you were able to show some improvements in this second roll of film.	Community instructor <u>The Family of Man</u> (photographic essay) Photography magazines	5. a. Community instructor's written suggestions for improvement: b. Display of mounted photos illustrating problems encountered with first roll and their correction with second roll. One-word to one-sentence captions can be used to describe each problem. Community instructor certification
6. Learn the following tasks that are necessary for an employee to perform at Shutterbug Photography: • retouch a print • use the enlarger • mount and spray finished mount (continued)	Community site equipment Community instructor	6. Certification that you can satisfactorily perform these tasks. Community instructor certification

Continued

ACTIVITIES	(Project Sample Number <u>Sc 8</u> Continued) SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
6. (cont.) • others _____ _____ _____		
7. Looking at the photography studio as a business, practice your math skills by: • Helping customer select a print size for a frame. • Understanding the pricing system and figuring the price for the print size selected.	Community instructor Billing forms Catalog	7. Community instructor certification that you can do each activity. Community instructor certification

Project Sample Number Sc 9

STUDENT NAME Ron Brentwood

LIFE SKILLS AREA Science

PROJECT TITLE Tuning Up Our Environment

COMMUNITY SITE/INSTRUCTOR Greenway Auto Repair/Walter Middy

SCHOOL STAFF RATIONALE: This project is designed to respond to Ron's interest in learning more about the repair and maintenance of automobiles while increasing his awareness of the need for basic math, reading and communications skills in this job field. It will also build on his earlier project concerning ecology by including an activity regarding the automobile's contribution to environmental pollution and congestion.

STUDENT RATIONALE: I have really been wanting to do a project on car repair and the guys at Greenway seem real helpful. I think it will be interesting to learn about pollution and other environmental issues.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Understanding the gasoline engine a. Ron will develop the vocabulary necessary to understand the gasoline engine. To do this, he will compile a list of terms and define each in writing. b. Through reading, personal contact and observation, Ron will learn how a gasoline engine works and will demonstrate his knowledge to the satisfaction of his community instructor.	Community instructor Auto mechanic books	1. a. Vocabulary list with definitions. <u>Community instructor certification</u> b. Chart, drawing or model of a gasoline engine with written explanation of how it works. <u>Community instructor certification</u>

Continued

(Project Sample Number Sc 9 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. Learning about general auto tune-ups a. Ron will learn the vocabulary necessary to understand auto tune-ups and will compile a written list of terms and their definitions. b. Through reading, investigation and discussion, Ron will learn the procedures involved in tuning an auto and will demonstrate this knowledge to his community instructor. c. Ron will observe and participate with an auto mechanic in the tune-up process, from writing up the work order to final testing of the completed job.	Mechanics books Community instructor Other Greenway employees	2. a. Written list of vocabulary and definitions. Community instructor certification b. Verbal explanation <u>or</u> written list of procedures. Community instructor certification c. Participation in diagnosis discussion, completion of work order and final testing. Community instructor certification
3. Applying the scientific method to auto tune-up a. Ron will select a car that needs a tune-up and pose a hypothesis about what he expects to have to do. He will write out this hypothesis and complete a work order, including • parts to be replaced • parts numbers • parts costs • labor to be performed • total costs b. Ron will then tune up the car, taking notes of procedures and parts used and time spent on each task.	Work order Flat rate manual Other science projects	3. a. Written hypothesis and completed work order with mathematical computations figured correctly. Community instructor certification b. Notes of procedures, parts, time spent on each task. Community instructor certification

Continued

(Project Sample Number Sc 9 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
3. c. After the car is tuned up, he will evaluate the results with his community instructor and check this against his hypothesis, discussing any possible discrepancies.		3. c. Satisfactory tune-up. <u>Community instructor certification</u>
4. Relating automobiles and engine tune-ups to our environment To tie together his work in tuning up auto engines with his interest in ecology, Ron will answer the following questions: • What is the primary economic reason for having an auto engine tuned? • Why do environmentalists favor this procedure? • How does the government "encourage" auto driving citizens to participate in cleaning up the air?	Community instructor School staff Library resources State Department of Environmental Quality Environmental Protection Agency <u>Zen and the Art of Motorcycle Maintenance</u>	4. Verbal answer to each question. <u>School staff certification</u>

Project Sample Number Sc10

STUDENT NAME Tawny Lindsay

LIFE SKILLS AREA Science

PROJECT TITLE Tagging and "Frying"
at the Fish Hatchery

COMMUNITY SITE/INSTRUCTOR Fish Hatchery/Marilyn Hunter

SCHOOL STAFF RATIONALE: This project will focus on Tawny's interest in biology and her desire to improve her communications and math skills. When Tawny has completed this project she will be familiar with the different species of salmon, how salmon are marked by the Department of Fish and Game and what is done with the information gained from the tagged salmon.

STUDENT RATIONALE: You know how much I liked my exploration at the Fish Hatchery. I know I'll enjoy doing this project, too. Even the math part looks OK.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. a. Through reading and research Tawny will understand what "species" means, how it fits in the biological system for classifying organisms and what types of differences distinguish one species from another. b. Tawny will learn how to identify the five species of salmon.	Community instructor Library books Biology books	1. a. A diagram showing the biological classification system (families, genus, species, etc.) with a succinct narrative explanation of how differences distinguish species from one another. b. A list of the five species of salmon with pictures, drawings or diagrams showing the differences among them. <u>Community instructor certification</u>

Continued

(Project Sample Number Sc10 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. As she visits the fish hatchery and participates in activities there, Tawny will keep a daily diary of her activities		2. A handwritten diary on her site to be evaluated on completeness and clarity of content, grammar, punctuation and style. _____ <i>School staff certification</i>
3. Tawny will assist in the identification of salmon fry and be able to tell the differences among the species.	Community instructor Biology books	3. Tawny will be able to identify fry from each species to the satisfaction of her community instructor. _____ <i>Community instructor certification</i>
4. Tawny will participate in the marking of salmon and will describe the various methods of marking the fry.	Community instructor Biology books Library	4. A pictorial essay of this process to be evaluated for neatness, composition and clarity. _____ <i>Community instructor certification</i>
5. Through interviews with her community instructor and other personnel at the fish hatchery, Tawny will research and be able to explain • what streams fry are put in and why those streams are chosen • how the fish are identified later • what is done with this information	Community instructor Other personnel at the fish hatchery	5. A written report answering those questions <u>or</u> a taperecorded summary of the interviews, including the answers to these questions.

Continued

(Project Sample Number Sc10 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
6. Tawny will research how the Fish and Game Commission determines the commercial fishing season opening from their escapement information. She will then compose a mathematical "story problem" concerned with determining the opening date of the fishing season, solve it correctly and have it approved by her community instructor. 267	Community instructor Information available at Fish and Game Commission	6. Story problem stating situation, followed by step-by-step mathematical computations and correct answer. <i>Community instructor certification</i> 268

OBJECTIVES FOR FUNCTIONAL CITIZENSHIP

Outcome Goal: Students will increase their understanding and application of democratic processes in interpersonal actions and in the private sector as well as in local, state and federal government.

Learning Objectives: Students should be able to:

1. demonstrate that they understand the principles of democracy by comparing the activities of individuals and private or public institutions to those ideals
2. explain and give examples of strategies for social and political change
3. analyze how systems of governance come into being and identify the assumptions on which those systems are based
4. demonstrate an understanding of the structure and functions of the three branches of American government
5. understand and give examples of how decisions are made and carried out at various levels of government
6. develop a familiarity with the American tax system so that they can identify its main purposes, sources of income and uses of monies
7. through the use of examples, show an understanding of the distribution of power in American government
8. analyze the ways in which laws are made and enforced in a democracy
9. analyze the operations of organizations of their choice
10. understand why participation and responsibility are necessary in a democratic society
11. identify in what ways citizens can participate in their government and society

There is little question that an increased awareness of government and the responsibilities of citizenship is highly beneficial both to the student and to society. Learning objectives for this area stress that to be truly "functioning" citizens, students must be able to combine an understanding of how their government works with the actual exercise of democratic principles in their day-to-day activities.

Negotiation, Accountability and Citizenship

In carrying out projects students encounter a variety of learning situations in which their own efforts will lead them to discover the role citizenship can play in making them well-rounded members of their local community and of society in general. The negotiation process through which students participate in designing their individual projects is one technique that introduces students to the relationships between rights and responsibilities as they work with staff to set goals and evaluate their own performance.

As a corollary to the negotiation process, it is essential to define what is expected of students and help them perceive the consequences of their own actions, thereby encouraging them to be responsible for planning their own projects and for coordinating their daily activities. Students will also have a chance to participate actively if there are meetings held to discuss experiences and to solve various problems related to their projects. Each student's "citizenship role" can also be discussed at regular staff meetings in which staff share observations and discuss the kinds of feedback individual students need.

Projects Focus on Government Forms

The predesigned project in functional citizenship asks students to reflect on the nature of democracy and other governmental forms of decision making. Students then examine their own roles in decisions that are made about themselves and people around them. As they examine real situations students focus on specific social problems of interest to them and discover ways in which they can become involved personally in affecting social and political change. Thus, while we require that students learn about citizenship and politics on a national level we also expect them to "learn by doing" through testing out citizenship roles available to them directly in their local community and in their daily lives as students in EBCE.

Through the predesigned project students may take the step from passive observation to active participation by joining social or political groups of their choice and by looking seriously at the "governmental" structures of organizations of all kinds, including those of specific employer sites. In this way we hope that students

will perceive how they as individuals can become involved meaningfully in social and political change and how this involvement impacts their career and lifestyle experiences.

Individually negotiated projects bring the student into direct contact with a variety of social/political activities in the local community. One student might be interested in social work and so begin work on a project that examines the role of volunteer workers in social agencies; another student interested strictly in a craft like sheet metal fabrication might choose to examine the union structure as it relates to that technology.

The following examples illustrate ways in which projects can promote the understanding and practice of citizenship in the community.

STUDENT NAME _____ LIFE SKILLS AREA FUNCTIONAL CITIZENSHIP (predesigned)

PROJECT TITLE My Role as a Citizen COMMUNITY SITE/INSTRUCTOR _____

SCHOOL STAFF RATIONALE:

This project is designed to make you aware of the form of government in America, its role and ways in which it affects your life. You will have the opportunity to participate in some form of governmental process.

Starting Date _____
Target Date _____
Date Received _____
Completion Date _____

STUDENT RATIONALE:

PROJECT EVALUATION:

RECOMMENDATIONS:

ACTIVITY 1	Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. Why have government? a. Write a list of questions designed to collect ideas and opinions about why we have government. b. Interview three adults in the community. Ask your questions and record their answers. c. Based on the information you have collected and your own thoughts, write your answer to the question "Why have government?" d. Discuss with your community instructor how decisions are made at the job site. e. Describe the role you play in decisions about yourself at: ● job site ● school or learning center ● home ● with friends With whom do you share decision making in each of these settings?	Adults in the community Community instructor Parents The United States Constitution Government and political science textbooks	1. a. A list of questions designed to collect specific information. b. Taped or written record of answers. c. A written statement, to be discussed with school staff. <i>School staff certification</i> d. <i>Community instructor certification</i> (Share the information with your school staff.) e. Discussion with school staff. <i>School staff certification</i>	
SCHOOL STAFF EVALUATION:			

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ACTIVITY <u>3</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
3. The American tax system a. At the community site, identify at least two kinds of taxes paid by businesses. ● What is the purpose of each? ● How is each collected? ● How is each computed? ● Where does the money go? b. Identify at least four kinds of taxes (other than income taxes) that you might expect to pay as a citizen. ● What is the purpose of each? ● How is each collected? ● How is each computed? ● Where does the money go? ● Do you understand and agree with each? ● What alternatives might you suggest?	Accountant or bookkeeper at community site Internal Revenue Service State, county and/or city tax offices (assessors) Community instructor	3. a. A well-written essay that answers the questions listed, to be evaluated on content as well as spelling, grammar, sentence structure and punctuation. <i>School staff certification</i> b. Essay similar to product (a) and an in-depth discussion with school staff. <i>School staff certification</i>
SCHOOL STAFF EVALUATION: 278 279		

ACTIVITY 4 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
4. Find out about the laws and codes that affect your job site. List three laws or codes that apply to your job site. • Who enforces these regulations? • What is their purpose? • Does your community instructor feel they are serving that purpose? • Evaluate the good and bad points of the codes as you see them. • How do these codes affect you as a citizen (not as an employee)? • How can ineffective codes be changed?	Occupation and Safety Health Acts (OSHA Regulations) Legal advisors of the job site Community instructor Labor unions and union officials Environment and consumer protection agencies Affirmative Action offices Personnel managers	4. Write down the laws/codes that you have learned about and discuss the questions with your community instructor and school staff. <i>Community instructor certification</i> <i>School staff certification</i>
SCHOOL STAFF EVALUATION:		

ACTIVITY <u>5</u>	Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
5. Trying out citizenship a. Provide a good working definition of citizenship. b. Define the term "lobby." c. List five examples of citizen participation in the decision-making process at the local, county, state or national level. d. Explain why such participation is essential to a democracy. e. Work through the attached activity sheet.	Community instructor Environmental and consumer protection agencies League of Women Voters Lobbying groups Government and political science textbooks Activity Sheet (Attachment 1)	5. a. A well-thought out definition. b. A concise definition. c. A list of five examples with each explained in detail. d. Discussion with community instructor or school staff. <i>Community instructor or school staff certification</i> e. Completed activity sheet. <i>School staff certification</i>	
SCHOOL STAFF EVALUATION:			283

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ACTIVITY SHEET

Select one activity from each group and participate in it as indicated.

Group A

1. Attend a meeting of your City Council.
2. Attend a meeting of your school board.
3. Attend a meeting of your program's advisory board.
4. Attend a meeting of some other governing body. This must be negotiated in advance with school staff. Governing body selected:

Group B

Select an issue or candidate and at the meeting selected above either:

1. Speak on behalf of the issue or candidate.
or
2. Speak in opposition to the issue or candidate.
or
3. Write on behalf of the issue or candidate.
or
4. Write in opposition to the issue or candidate.

Group C

1. Attend and/or participate in a lobbying group.
2. Work on a referendum.
3. Help conduct a political poll.
4. Participate in organizing a candidates' fair.
5. Become involved in a precinct levy.
5. Write a letter to the editor and get it published.

I have elected to do the following activities:

Group A _____

Group B _____

Group C _____

The product of this activity will be _____

My target date for completion of this activity is _____

Student

School staff

Project Sample Number FC 1

STUDENT NAME Eva Garcia

LIFE SKILLS AREA Functional Citizenship

PROJECT TITLE La Raza - The Mexican American

COMMUNITY SITE/INSTRUCTOR None

SCHOOL STAFF RATIONALE: Eva has spent much of her childhood following the migrant farm circuit with her family. She wants to learn more about the history of Mexicans in the U.S. to discover what organizations have been established to help Mexican-Americans and what she can do to help improve the conditions of their lives. She will get a lot of practice reading, doing research, organizing information into different categories and reporting the results in different formats. This experience in organizing and analyzing information will help her in all of her school work. Meeting local Mexican-American leaders, with an emphasis on unifying to gain influence over the conditions of their lives, will be a good lesson in American politics.

STUDENT RATIONALE: I hope this project will help me learn to read and write better. A lot of things I have to read are so boring they put me to sleep! I want to read more about the history of my people in this country and find ways to make things better.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Eva will learn the definition of "Mexican-American" and trace changes in that meaning. She will also define "La Raza."	Library Migrant Council	1. Definitions: ● Mexican-American as defined in 1930 ● Mexican-American as defined in 1976 ● La Raza <i>School staff certification</i>
2. Eva will research three major waves of Mexican migrations to the U.S., noting numbers of migrants, kinds of job the migrants found and major areas where	History books Mexican-American organizations in local community Bureau of Labor	2. Graphs, charts and maps depicting comparisons of the three migration waves on the basis of numbers, reasons, jobs obtained and areas settled, with

Continued

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(Project Sample Number EC 1 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. (cont.) they settled. The three waves are: 1900, 1920 and during WWII.		2. (cont.) a brief explanation of the data illustrated by the graphs, charts and maps.
3. Eva will research and write a report on the history of Mexican-Americans in the U.S., focusing on: • the effects of the Depression • the repatriation of Mexicans • their involvement in the American farm movement • the conflicts between Mexican-Americans and Anglos Try to figure out how much of the conflict grew out of economic issues and how much was based on the more elusive issues of language, customs, skin color, etc.	History texts Migrant Council Bureau of Farm Labor Local Mexican-Americans	3. Carefully organized report tracing major historical events involving Mexican-Americans. <i>School staff certification</i>
4. a. Interview key people in local Mexican-American organizations to determine the major issues of concern to them. b. Make an interview outline before going and be prepared to take notes or tape record the interviews.	Local Mexican-American organizations Tape recorder	4. a, b. Turn in outline and report on findings. <i>School staff certification</i>

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Continued

(Project Sample Number FC 1 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
5. Choose one of the issues named in Activity 4 of major concern to local Mexican-American leaders. Research this issue and organize data on the following elements: • history and causes • laws pertaining to the issue • what has been and is being done about the issue • what more could be done to deal with the issue • what <u>you</u> can do about it 289	All of the above project activities Materials on how to effect political change 290	5. An informative oral presentation about the issue to a group of your choice (staff, students, community group, etc.) ➤ Certification by group member 290

Project Sample Number FC 2

STUDENT NAME Mickey Russell

LIFE SKILLS AREA Functional Citizenship

PROJECT TITLE Legal Aid

COMMUNITY SITE/INSTRUCTOR Legal Aid Bureau/Legal Aid Staff

SCHOOL STAFF RATIONALE: Mickey's project is at the Legal Aid Bureau. He will use his experiences at this placement to increase his understanding of the purpose of public agencies and how they serve the public. Mickey needs to improve his research skills. In this project, he will make thorough use of written resource materials at the Legal Aid office and elsewhere.

STUDENT RATIONALE: I'm really interested in the law but always thought about being a lawyer with a private practice. Legal Aid is a whole new world to me. I like the work and want to know more about it.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Mickey will work at the Legal Aid office under the supervision of the professional staff, focusing on the areas of <u>family</u> and <u>housing</u> laws. a. He will establish and maintain a regular working schedule. b. He will show his project plan to the Legal Aid staff who will be supervising him for their approval.	Legal Aid Bureau Community instructors	1. a. Mickey will maintain this schedule to the satisfaction of the community instructors. <u>Community instructor certification</u> b. Approval of project plans: <u>Community instructor certification</u>

(Project Sample Number EC 2Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. Mickey will develop an understanding of the Legal Aid Program and its purpose and function in the community. a. He will be able to answer the following questions about the program: • Why was this program developed? • Who are the clientele? • What "legal" areas is it concerned with? • Why do people go to Legal Aid? • Who pays the bills? • How is it alike and different from a public defender's office? • How great is the need for this kind of program? • What other groups are concerned with Legal Aid? b. He will develop a vocabulary list, with definitions of the new words he learns in this setting. c. He will write brief descriptions of each area of specialization handled by Legal Aid professionals.	Legal Aid staff and clients Reading materials at the site	2. a. He will answer the questions in a form to be negotiated with the school staff. <i>School staff certification</i> b. He will be able to apply each vocabulary term in an interview with the school staff. <i>School staff certification</i> c. Written descriptions. <i>Community instructor certification</i>
3. He will become familiar with the practical aspects of family and housing laws. He will have the opportunity to work in these areas under the supervision of the professionals and will:	Legal Aid Department of Housing and Urban Development	3. a, b, c. Professional certification of Mickey's satisfactory completion of these assignments. <i>Community instructor certification</i>

Continued

(Project Sample Number FC 2Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
3. (continued) a. Do research into statues b. Assist in drafting pleadings and court papers c. Deal directly with clients (phone, interview, letter)		
4. Mickey will increase his understanding of the concept of democracy by answering the following questions: • How does it work in this setting? • How does it work compared to the ideals set forth in the Constitution? • What "evidence" of the Bill of Rights is apparent at this site? • What is the role of a citizen in an operating democracy? • What is a responsible and informed citizenry?	Legal Aid Court Texts on U.S. Government and the Constitution Site materials	4. He will write a formal paper responding to these questions and submit a copy to both school staff and the community instructors. School staff certification Community instructor certification
5. Mickey will evaluate this project with school staff and Legal Aid personnel.	School staff Community instructor	5. Certification of evaluation. School staff certification Community instructor certification

Project Sample Number FC 3

STUDENT NAME Rachel Fisk

LIFE SKILLS AREA Functional Citizenship

PROJECT TITLE Cycle Law

COMMUNITY SITE/INSTRUCTOR None

SCHOOL STAFF RATIONALE: Rachel is an avid biker and has been troubled by some of the laws about motorcycle, and by attitudes toward bikers as a group. This project will give her a chance to research these laws and attitudes both as a means to greater understanding and in order to learn methods of exercising her political rights as a citizen.

STUDENT RATIONALE: It seems to me a lot of laws and complaints about motorcycles are just a way of hassling young people. Maybe this project will help me learn ways to handle that without getting into trouble all the time.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Trace the evolution of the motorcycle as an important part of American life. a. Research the development of the motorcycle in this country in the last twenty-five years. Come to your own conclusions about why the machine has become so popular. Review state laws that affect motorcycles and analyze why these laws were passed. In drawing your conclusions, take into consideration social attitudes and economic realities, as well as safety and noise considerations.	Public Library Cycle shops Bikers State Legislature Revised statutes Police department Hospital emergency ward staff Your own research Residents of local community Tape recorder Books on interview techniques	1. a. Choose your own method of summarizing your findings. Include a list of the resources you consulted. <u>School staff certification</u>

Continued

(Project Sample Number EC 3 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. (continued) a. State where you as a motorcyclist fit into the overall picture. Your work for Activity 1a should serve as your point of departure. c. Formulate some ideas about the image the motorcyclist has and some of the problems, if any, that are current with motorcycles in our local community. Design an outline and then interview people to find out whether community residents (cyclists and non-cyclists) report a similar image and similar problems. Negotiate with school staff a clear, brief format for reporting your community research and how it compares with your original ideas.		.. (continued) b. For the benefit of the school staff, choose some way of depicting your part in the motorcycle evolution. School staff certification c. A report comparing your image of cyclists with your research findings. School staff certification
2. Pick out one problem with the motorbike and develop both sides of the question. (Helmets, noise, mountain trail use, etc.) Research both sides of the controversy keeping careful notes, including identification of sources read and people interviewed. Formulate a possible solution to the problem and explain it to a public official, such as your local representative to the State Legislature or the City Chief of Police.	Local residents Bikers club Public officials who deal with cycle issues in some way	2. Your formulated solution on the issue of _____. Public official certification

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
3. Research, explore and plan to impact local, state and national government through some interest group for motorcyclists. a. Discover how many motorcycle organizations there are. Find out which are most active locally. Which of these would you join if you wanted to do so? Which would have the best chance of influencing government in your favor? Why? Cite an example of how one of these organizations has actually impacted government. b. Outline your own plan for impacting government on some motorcycle issue that interests you. 301	Public library Motorcycle clubs (local) Bike shops Cycling journals	3. a. Prepare a list of the most popular clubs. Be able to discuss with school staff the purpose of each club (both locally and nationally). <i>School staff certification</i> b. Prepare a diagram or labeled illustration pointing out your plan for gaining political influence for some motorcycle issue. <i>School staff certification</i> 302

Project Sample Number FC 4

STUDENT NAME Roger Borkstein

LIFE SKILLS AREA Functional Citizenship

PROJECT TITLE Abortion: Legal Issue, Moral Issue

COMMUNITY SITE/INSTRUCTOR None

SCHOOL STAFF RATIONALE: Roger has expressed a deep concern over the legalization of abortion. This project will guide him in collecting and analyzing information about this controversial issue and looking at the issue from the perspective of how societies change their laws. Roger will have considerable opportunity to improve his communication skills by contacting members of interest groups and people in the medical and legal professions.

STUDENT RATIONALE: Everybody talks a lot about abortion these days (including me). I want to know more of the facts about it because everybody has a different opinion.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Roger, before you begin your research on abortion, take a while and think seriously and personally about what the word "law" means to you. Reflect about: • why societies make laws • how they change them • how you feel about obeying laws whether you agree with them or not You might like to talk into a tape recorder about this or write about it in your journal.	Quiet place Unhurried time	1. Taped or written statement of what "law" means to you. <i>School staff certification</i>

Continued

ACTIVITIES	(Project Sample Number <u>FC 4</u> Continued) SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. Now begin to explore the legal history of abortion nationally and locally. After exploring the development, prepare a paper discussing the following questions: • What year did legalization of abortion become a major issue in the U.S.? • What were some other major national concerns at that time? • Do you see logical reasons for legal abortion to gain more social acceptance at this particular time? • Who are the people and groups that have fallen on both sides of the issue? • What has been the case here in our local community? • What has happened in our society that has turned the tables in favor of legalized abortion? • What is the state law regarding abortion? • When was it passed? • What are the major points of the law? • What is the most current U.S. Supreme Court position on abortion?	Public library Doctors State laws State legislators Planned Parenthood Right to Life movement	2. A well-written paper detailing your findings and speaking to each of the questions outlined. <i>School staff certification</i>

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
3. Explore the moral questions surrounding abortion. a. Study and be able to describe arguments for and against abortion in terms of the rights of the mother and the fetus. Should the rights of the father be considered? b. Explore the attitudes of your peers and adults in the community toward the "right" and "wrong" of abortion. Produce a tape of interviews. Use a standardized interview technique and questionnaire. Before embarking on this venture, explain your plans to school staff.	National Organization of Women Doctors Catholic clerics Planned Parenthood Right to Life movement Magazine Articles Peers Citizens of local community	2. a. An oral presentation of your findings to school staff and/or a group of students. School staff certification b. A tape recording of your interviews with people. Also, a written statement of the anticipated results before conducting the interviews. Compile the information you have gathered and discuss the results with school staff, comparing them to your pre-interview statement. A list of all the resources utilized in completing this activity. School staff certification
4. Review your reflections about "law" from Activity 1. Consider the information you have collected regarding the legalization of abortion. If your concept of "law" has changed, revise your statement from Activity 1. Then apply the concept specifically to what has happened regarding the legal status of abortion. Consider the relationship between the climate of opinion and laws. What does this do to the meaning of "law?"	Everything done in this project	4. Revised general statement about law. Specific application of that statement to recent events regarding legalization of abortion in the state and in the U.S. School staff certification

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
5. a. Study the political impact of abortion and construct a system of charts and graphs that report the data collected. • How many abortions are occurring annually? • Is it affecting the birth-rate? (and growth rate?) • Are there any problems cropping up? • Is it in fact making things safer for those who desire abortions? • What age groups are having abortions? • Why are they having them? b. Study the various avenues of influence available to a citizen wishing to have some say in the direction of this issue. Prepare a diagram portraying the various avenues, and submit a short statement estimating which method has the greatest influence and why.	Public library Newspapers Interest groups such as Right to Life and Planned Parenthood Texts on interest in group politics State lobby groups State legislatures U.S. Representatives and Senators	5. a. Set of charts and graphs. <i>School staff certification</i> b. Diagram and statement. <i>School staff certification</i>

Project Sample Number FC 5

STUDENT NAME Bob Oates

LIFE SKILLS AREA Functional Citizenship

PROJECT TITLE Stalking the Eagle

COMMUNITY SITE/INSTRUCTOR Eagle Newspaper/Lil Bartholomew,
Managing Editor

SCHOOL STAFF RATIONALE: Bob is interested in a career as a journalist and is especially interested in the Eagle, a newspaper that specializes in investigative reporting. This project will give him a chance to involve himself in the day-to-day functioning of a low-budget weekly newspaper with a relatively small circulation and compare that with the operations of a larger, more traditional daily newspaper. He will practice all the kinds of writing required by the Eagle staff and do math computations both for the Eagle business and for purposes of his comparison.

STUDENT RATIONALE: I've been interested in the Eagle for a long time and want to really get my teeth into it now (that's just an expression--actually I'm a vegetarian). I'm especially interested in learning about the investigative part of it, plus writing, but I'll learn a lot about the press and individual rights that a reporter needs to know.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Bob will research the history of the free press in the United States, paying special attention to its informal designation as "the fourth branch of government" and laws that govern the owning and operation of newspapers and other media. He will take notes on his research and organize his findings into a research paper.	School library Public library Local newspapers (archives and staff) Various periodicals, films, film strips Legal Aid office Textbooks on standard research paper format	1. Research paper (using standard format) on U.S. free press. <u>School staff certification</u>

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Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. a. Bob will describe in detail the jobs of: • managing editor • editorial editor • news editor After becoming totally familiar with the duties and responsibilities of each editor, he will outline his own tasks in assisting each. b. Bob will participate in the various daily operations necessary to the functioning of the newspaper, including: • taking orders for subscriptions • estimating costs for ads of different sizes • preparing copy for press • proofreading • distributing	Back copies of the <u>Eagle</u> <u>Eagle</u> staff	2. a. A descriptive analysis of the role of each editor indicating why each is crucial to the efficient functioning of the business. An attached sheet that lists his participation in their tasks. Community instructor certification b. Participation certified by community instructor. Community instructor certification
3. a. Bob will study the "Free Speech Amendment" in the Bill of Rights and investigate the conflict between the public's right to know and the individual's right to privacy. b. He will select a recent or current event (preferably local) where this controversy was the focal point and write a carefully reasoned article in support of his own opinion in relation to that event.	U.S. Constitution Textbooks on history and government Social studies teachers and students around school <u>Eagle</u> staff <u>Daily Times</u> staff District Attorney Public defenders Local judges Current newspapers/magazines	3. a. Discussion with school staff School staff certification b. Written article that briefly describes the event and the issue in standard reporting style, and an editorial style article explaining Bob's position on the issue with carefully reasoned support for his position. Community instructor certification

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
4. Bob will do comparative research on the <u>Eagle</u> and the <u>Daily Times</u> in order to compare a small circulation, low-budget, investigative weekly newspaper with a larger, more traditional daily newspaper. Include at least the following as bases for comparison: • how the editors view their role in society (to lead, report or challenge majority opinion, for example) • the reporters' positions on the conflict you analyzed in Activity 3; the editors' positions on the same conflict • budgets, profits, source of income and cost per issue • staff salaries • legal statutes affecting each (if different) • "investigative" journalism vs. "standard" journalism	<u>Eagle</u> staff <u>Daily Times</u> staff	4. A comparative report that deals with the items listed in some form negotiated with school staff. <i>School staff certification</i>
5. Bob will pause to reflect on his experiences at the <u>Eagle</u> and decide where to go from here--an exploration at the <u>Daily Times</u> or in another medium, another project at the <u>Eagle</u>, journalism class, small business management project at another site, etc.	Career guidance counselor School staff Friends and family Career literature and assessments	5. Discussion with school staff followed by choice of a new learning activity. <i>School staff certification</i>

Project Sample Number FC 6

STUDENT NAME Ellie Forster

LIFE SKILLS AREA Functional Citizenship

PROJECT TITLE Minding My Own Business

COMMUNITY SITE/INSTRUCTOR To be selected

SCHOOL STAFF RATIONALE: Ellie is attracted by the apparent independence of operating her own business some day. She is good at bookkeeping and long-term planning, and she gets along well with people. She wants to discover other skills and investments necessary to successful small business operation.

STUDENT RATIONALE: That about sums it up! My parents complain a lot about their jobs and their bosses, and I want to be my own boss. But I know I have a lot to learn. Maybe this project will give me a start.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Choose a small business to investigate: a. Look through files of small business sites students have explored and choose three of interest to you. b. Design an interview outline that will elicit the kinds of information you feel you need. For example: • independently owned or franchised? • best operating hours for kind of product or service?	Program files on community sites Other students' exploration records Career guidance materials Career guidance counselor Business people in local community Books on business management	1. a. Three small business sites selected. <i>School staff certification</i> b. Originally designed interview outline. <i>School staff certification</i>

(continued)

Continued

(Project Sample Number EC 6 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. b. (continued) • number of hours per week owner works (and <u>did work</u> first two or three years of operation? • owner's yearly salary? • owner's yearly profit? • types of duties owner performs? c. Interview owners of three sites chosen in Activity 1a and select one for further investigation.		c. Agreement by one owner selected to participate in this student project as your community instructor. Community instructor certification Name of Business
2. Begin to investigate legal and financial considerations for starting a small business: a. Determine what licenses or approval must be obtained. b. Estimate start up costs, including: • costs of site • cost of merchandise to stock business • cash and collateral required • financial options	State Labor Department Community instructor Small Business Administration Real estate agent Bank loan officer Federal Housing Administration Veterans Administration	2. a. Listing plus samples of required forms. Community instructor certification b. A careful report itemizing information obtained and including samples of all necessary forms for the lending agency selected. Community instructor certification
3. Research what things are necessary for setting up and maintaining the bookkeeping system of a small business. Be sure you can compute and explain such things as depreciation and taxes.	Community instructor State Tax Department Bookkeeping texts and forms Tax forms and explanatory materials	3. A simulated record for one week's bookkeeping at the small business site, including an indication of planning ahead for preparation of tax returns. Community instructor certification

Continued

ACTIVITIES	(Project Sample Number <u>EC 6</u> Continued) SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
4. Research what types of insurance the small business owner must have and do comparison shopping for the various kinds.	Insurance agents Community instructor	4. A record of information obtained through research and a selection based on the research. School staff certification
5. Forecast financial advantage or disadvantage over a period of three years of starting a small business vs. working for a salary and investing capital elsewhere: a. Using figures gathered in Activities 1 and 2, do a rough computation of estimated gains and losses over a three-year period. Use simulated figures for amount of cash for down payment and changes in profit margin over three-year period. b. Investigate other ways of investing the cash and simulate an amount to be invested each month over a three-year period. Computing increases and savings, estimate what you would end up with. c. Compare the financial computations in a discussion with the community instructor.	Community instructor Banks Stock brokers Realtors	5. a. Accurate computation for three-year period. Community instructor certification b. Accurate computation for three-year period. Community instructor certification c. Discussion comparing the two computations. Community instructor certification
6. Look back at your interview outline from Activity 1 and verify that it still includes the items that matter most to you. Evaluate owning a small business based on your experiences in relation to the items in your outline.	All the products of this project	6. Discussion with school staff School staff certification

Project Sample Number FC 7

STUDENT NAME Elaine Pepperidge

LIFE SKILLS AREA Functional Citizenship

PROJECT TITLE Law Enforcement

COMMUNITY SITE/INSTRUCTOR City Police Department/
Michael Boyce, Gene Clark

SCHOOL STAFF RATIONALE: This project is designed to provide Elaine with an opportunity to explore the role of police officers in American society, realizing that police work is more than just the apprehension of criminals. She will also have a chance to reflect on how individuals and society can work with the police to provide greater law enforcement. During the course of this project, Elaine will work on clarity and organization in both oral and written communications.

STUDENT RATIONALE: I'm interested in a career in law enforcement and want to find out all I can about police work. I'm especially eager to take the entrance tests to find out what I need to work on.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Elaine should write a one-page paper in which she discusses the role of police in America. The paper should include the following: • why police are necessary • duties and responsibilities of police • rights of the policeman • protection of the rights of citizens	Community instructor Local city police officers Policies and methods handbook Library resources	1. One-page paper written in ink to be evaluated on the basis of a clear explanation of the role of the police in America. <u>Community instructor certification</u>

Continued

(Project Sample Number FC 7 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. Elaine will read the City Police Department's policies and methods handbook and then demonstrate her understanding of its content to the satisfaction of her CI. Methods of determining her understanding will be at the discretion of the community instructor.	Community instructor City Police officers Policies and methods handbook	2. To the satisfaction of the community instructor demonstrate your understanding of the City Police Department's policies and methods handbook. Community instructor certification
3. a. Because Elaine is seriously interested in law enforcement, she should take all the entrance tests that are required of applicants. This will include filling out the job application forms. b. Discuss results with community instructor and pay particular attention to implications for actual hiring.	City police entrance tests and forms for application Community instructor	3. a. Bring the tests and results in to school staff. b. Certification of discussion. Community instructor certification
4. For two consecutive days Elaine will keep a log of her activities while riding with city police officers, recording times, events and people involved.	City police officers Community instructor	4. Completed log for two consecutive days to be signed by the community instructor. Community instructor certification
5. Elaine will describe in detail the procedures to be observed and practiced by a police officer in making a felony arrest. The description is to be written and judged accurate by the community instructor.	Community instructor City police officers Policies and methods handbook	5. Written description of correct procedures for a felony arrest to be signed by the community instructor. Community instructor certification

Continued

(Project Sample Number EC 7 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
6. Elaine should choose a current book that deals with the concept of law enforcement. Some suggestions are: <u>Blue Knight</u> <u>Onion Field</u> <u>New Centurians</u> <u>Serpico</u> <u>Psychologist with a Gun</u>	Library Book stores Book review literature	6. For this activity Elaine will write a book review in the traditional format. Since she will most likely pursue a career that demands higher education, this will be a useful skill to have. <i>School staff certification</i>
7. Elaine will work with the City Police Department community relations unit and under the supervision of Officer Clark. She will act as a teaching assistant in his junior high school classroom program. a. She will carry out revision of lesson plans, including writing of objectives, etc. b. She will plan a weekly classroom schedule. c. She will develop two new units, on crisis intervention and communications, to be included in the course. d. She will, under supervision, teach some units. e. She will also maintain a log of her activities on this project, noting dates, hours and activities daily, to be submitted to the school staff at the conclusion.	City Police Department Officer Clark Junior high classes	7. a-d. Elaine will satisfactorily carry out the planning and teaching responsibilities designated by Officer Clark. <i>Community instructor certification</i> e. Submission of daily log. <i>School staff certification</i>

Continued

(Project Sample Number EC 7 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
8. Elaine will participate in the bicycle safety program carried out by the City Police Department. a. She will evaluate the present program and assist in developing a revised program for presentation this spring. b. She will write public service announcements, make posters and design flyers, as appropriate.	City Police Department	8. a. She will present a copy of her evaluation of the present program and a statement of her plan for improvement of the program. b. Elaine will submit sample items to school staff for review. <i>School staff certification</i> <i>Community instructor certification</i>
9. Elaine will increase her understanding of the community relations role of the Police Force. ● What is the major purpose of police community relations? ● How could the city's program be improved? ● What is the value of a community relations program in terms of taxpayer dollars? ● Is it worth it? ● What is the relationship between crime prevention and community relations? ● What are some of the innovative things being done by police forces around the country?	City Police Department Local citizens	9. Elaine will write a well-organized paper describing the role of community relations in police work. <i>School staff certification</i>

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
10. Elaine will conduct a taped interview with a city police officer in which she asks at least the following questions? ● Why did you choose to become a police officer? ● How do taunts--being called "pig," etc.--affect you? ● How important is self control and restraint to your job? ● How much of your job is actually public relations, paper work, court appearances, etc. as opposed to law enforcement? ● Is the public's view of police officers improving, remaining the same or becoming more negative? ● What can the courts, schools and other institutions of society do to assist with law enforcement? ● How can citizens work with the police to provide safer communities? 331	Sample interviews Tape recorder City Police Department	10. Taped interview to be evaluated on the basis of the questions being asked clearly and the use of follow-up questions necessary to gather required information. School staff certification 332

Project Sample Number FC B

STUDENT NAME Henry Wong

LIFE SKILLS AREA Functional Citizenship

PROJECT TITLE Citizen and Consumer

COMMUNITY SITE/INSTRUCTOR None

SCHOOL STAFF RATIONALE: Henry will become more aware of his role as a consumer and citizen. He will study his legal rights and responsibilities and learn more about private and public agencies that assist people in obtaining legal rights. Because Henry is seriously considering going to college next year, he is going to concentrate on acquiring some basic research skills, specifically gathering information from a variety of resources.

STUDENT RATIONALE: I am interested in learning more about what citizens can do to find out their rights and make use of them, especially to protect themselves as consumers.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Henry will become more aware of legal rights and responsibilities of citizens in the U.S.: a. He will research materials and interview staff at local agencies. b. He will list his legal rights and responsibilities. c. He will then make up a hypothetical situation (such as being arrested for speeding) and explain his rights and the process he would go through. d. Finally, Henry will complete a voter registration form.	U.S. Constitution and government texts Pamphlets on citizens' legal rights Public Defenders Legal Aid City Police Department	1. a. Certification of interview. <u>Public official certification</u> b. List of rights and responsibilities. <u>School staff certification</u> c. Oral explanation of situation and rights. <u>Legal aid employee certification</u> d. Completed registration form. <u>County official certification</u>

Continued

(Project Sample Number EC 8 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. Henry will familiarize himself with laws for the protection of the consumer: a. Explain clearly the terms of a warranty included with some recent purchase. b. Research local agencies to discover which agencies could assist him if he had difficulties. List the agencies and describe the kinds of consumer assistance they would provide. c. Find out what state and federal laws exist to protect the rights of consumers.	Warranty from a recent purchase Local consumer protection agency Common Cause Legal Aid Better Business Bureau State legislators U.S. Congressional Representatives	2. a. Satisfactory explanation of warranty terms. <i>School staff certification</i> b. List of consumer agencies and help they provide. <i>Better Business Bureau certification</i> c. Letters to State and U.S. Representatives to obtain information. <i>School staff certification</i>
3. Based on his experiences in Activities 1 and 2, Henry will choose a law he feels does not adequately protect his rights. a. He will investigate what avenues are available to him to try to change the law and initiate some activities to attempt this. b. Following his involvement in Activity 3a, Henry will make an oral presentation to some group expressing his opinion about the power of individual citizens to influence government.	Materials from citizen groups who lobby for causes State legislators U.S. Representatives U.S. government textbooks	3. a. List of alternative actions and proof of active pursuit of at least two of them. <i>School staff certification</i> b. Oral presentation to a group of his choice. <i>School staff certification</i>

Project Sample Number FC 9

STUDENT NAME John Ortiz

LIFE SKILLS AREA Functional Citizenship

PROJECT TITLE Helping the Melting Pot

COMMUNITY SITE/INSTRUCTOR None

SCHOOL STAFF RATIONALE: John is a second-generation U.S. citizen who understands many of the painful and frightening experiences the immigrants face. He wants to help a local Vietnamese student grow accustomed to the U.S. and acquire citizenship if he chooses to. Working on this project will show John what a newly-arrived foreigner needs to know about the U.S. and how to teach that basic knowledge.

STUDENT RATIONALE: I want to make sure Buu Huy Nguyen doesn't have to go through some of the things my parents did. I will have to learn a lot about language and laws if I'm going to teach someone else. But I want to try.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. John will learn as much as possible about the Vietnamese and their background. He should be able to respond to the following questions: • What has been their history of independence and occupation by foreign powers? • What are the major religions in Vietnam? • For how many years did the war continue in their country? • What languages are spoken there? • What are the major ways people support themselves? (continued)	Local Vietnamese people Periodicals Office of Emergency Services Local service organizations (American Friends Service Committee, etc.)	1. A well-written essay accounting for each of the questions. Other activities may result from this section. Discuss with school staff. _____ <i>School staff certification</i>

Continued

(Project Sample Number FC 9 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. (continued) • Why did the Vietnamese come to the United States? • What agencies are assisting them? • How has the U.S. Government been involved? • What has the national reception been? • Do local Vietnamese have any special problems that you as a good citizen can help with? • What is the relationship between the U.S. and the present Vietnamese government? • In your opinion what will it be in the future? • On what do you base your conclusions?		
2. John will outline a program to help a local Vietnamese student become rapidly familiar with the uniqueness of America: a. Find out what it will take to become a citizen and plan a course of study if the student desires this. b. Study the differences between the Vietnamese customs and U.S. customs and plan ways to introduce the student to these differences in an informative way. c. Outline for the student the responsibilities of a United States citizen.	Naturalization authorities Periodicals Buu Huy Nguyen (student) Vietnamese orientation materials	2. a. Planned course of study with realistic activities and timelines. <u>Certification of staff at Naturalization office</u> b. Compose a diagram or chart illustrating similarities and differences. This will be designed as a teaching aid. <u>School staff certification</u> c. Plan a program introducing the student to various aspects of the U.S. system of government. <u>School staff certification</u>

Continued

(Project Sample Number FC 9 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
3. John will develop tutoring skills. a. He will plan and teach "survival communications"--"What's your name?" "I am fine," etc. b. John will provide for language and vocabulary development. He will pretest, record, teach and posttest the student's language and vocabulary development. c. He will tutor the student according to a planned weekly schedule. d. A record of John's progress with the student will be maintained.	Books on conversational English for those who speak another language Foreign language department of school	3. a. The "Informal Language Survey" will be utilized to measure progress of the student. This will be accomplished to the satisfaction of the foreign language teacher. <i>School staff certification</i> The teacher will also periodically critique the work of the student. b. John will assist the student to the satisfaction of the foreign language teacher. <i>School staff certification</i> c. John's satisfactory attendance will be certified. <i>School staff certification</i> d. A record of John's progress with the student will be submitted with the completed project.
4. John will investigate the teaching field and find answers to the following questions: • educational requirements • atmosphere • characteristics of profession • pay scale • areas of concentration • new fields	State Department of Education Teacher Standards and Practices Commission Teacher education department of local college School staff	4. Discuss with school staff. Bring information to conference indicating research, <i>School staff certification</i>

Project Sample Number FC 10

STUDENT NAME Lu Thomas

LIFE SKILLS AREA

Functional Citizenship

PROJECT TITLE Community Services

COMMUNITY SITE/INSTRUCTOR

Red & White Ambulance Service/
Philip Wallaby

SCHOOL STAFF RATIONALE: This project is designed to provide Lu with opportunities to learn about emergency medical services and become competent in basic first aid techniques. She will also experience ways in which a variety of community services can be provided by private and public agencies as well as by individuals.

STUDENT RATIONALE: Exploring the Red & White Ambulance Service has really been an eye-opener for me. When someone's life depends on you, you have to learn to do your job right and do your best all the time. I want to learn more about the health services in my community and maybe go into one as a career.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Define "community service" and list as many necessary community services as you can think of, separating them into categories: • those provided only by public agencies (such as criminal justice) • those provided only by private agencies (such as telephone service) • those provided by both public and private agencies (such as ambulance service) • those provided by both public	Local community services directory Telephone directory--yellow pages	1. Definition and categorized list of community services. <u>School staff certification</u>

Continued

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(Project Sample Number FC10 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. (cont.) agencies and personal volunteers (such as a fire department and welfare service)		
2. Excluding doctors, compile a list of both private and public agencies that provide health care services in our county. Include a brief description of the services they provide. Select one of these agencies and explain step-by-step how a person would gain access to its services. Include specific names, titles and phone numbers where appropriate.	Public Health Bureau Community services directory Yellow pages	2. List and explanation. _____ School staff certification
3. Begin to analyze the Red & White Ambulance Service in order to answer such questions as: • What community needs does it serve? • What are its services? • How is it funded? • How is it alike or different from services funded by other means? • What are the numbers served by the ambulance service in an average year?	Red & White Ambulance Service Community instructor Other community ambulance services	3. Written or oral report. _____ School staff certification
4. Obtain a map of the local area and pin-point where every ambulance service is located. Determine the fastest route and estimate the length of time it would take to obtain ambulance service from five locations specified by your community instructor.	Local street map Phone directory Community instructor	4. Community instructor certification of your judgment in routing and your accuracy in making time estimates. _____ Community instructor certification

Continued

(Project Sample Number EC10 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
5. Write a one-page paper discussing the following: Based on the conditions and needs of our local area, determine what would be the most appropriate vehicle for ambulance service, including performance capabilities. Also tell how this ambulance should be equipped, explaining the reasons why it should be so equipped.	Red & White Ambulance Service staff and equipment	5. One-page paper written in ink (or typed) to be evaluated by the community instructor. <i>Community instructor certification</i>
6. Define with 80 percent accuracy the 50 prefixes, suffixes and root words on the medical terminology list available at the ambulance site.	Medical terminology list Community instructor	6. A list of 50 prefixes, suffixes and root words, matched with their definitions with 80 percent accuracy. <i>Community instructor certification</i>
7. Under the instruction of your community instructor become competent in basic first aid techniques.	Community instructor First aid handbook Materials and equipment at Red & White Ambulance	7. Basic first aid competency to be certified by the community instructor. <i>Community instructor certification</i>
8. Under the instruction of your community instructor become competent in determining charges for services performed. Demonstrate competency by accurately figuring charges for five individuals served by Red & White Ambulance Service.	Community instructor	8. Competency in figuring charges to be certified by the community instructor. <i>Community instructor certification</i>
9. Research the relationship of federal and state laws to a community service agency. • How does Federal law affect budget and behavior at Red & White Ambulance?	State laws Federal regulations Red & White Ambulance Service	

Continued

(Project Sample Number EC10 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
9. (continued) • What state legislation affects policies and practices at Red & White Ambulance? • What codes are enforced here? Who enforces them? Why? • Are there any legal changes that would help the ambulance service operate more effectively?		9. Two-page essay responding to these questions to be certified by school staff. <i>School staff certification</i>
10. a. Investigate the role of the volunteer in the community. • What roles do volunteers serve in our community? • What organizations need and use volunteers? • What training is given to volunteers? • What personal gains are there in volunteering? • How do you go about volunteering? Where would you go? b. Compile a list of ways in which you as a good citizen can perform volunteer services, health and otherwise.	Local volunteer organizations	10. a. Present a program, in whatever style you choose, at a "weekly meeting" on "The Role of the Volunteer in the Community." Discuss with school staff. <i>School staff certification</i> b. List to be submitted to school staff. <i>School staff certification</i>

Project Sample Number FC 11

STUDENT NAME Sarah Bartell

LIFE SKILLS AREA Functional Citizenship

PROJECT TITLE On the Air

COMMUNITY SITE/INSTRUCTOR KARP Radio/ Eleanor Martinez

SCHOOL STAFF RATIONALE: Sarah has been able to get really involved in creative and practical tasks at the radio station. This project will expand her involvement and guide her to explore the relationship of the FCC to radio broadcasting. Sarah already has excellent writing skills and will direct those skills toward professional writing tasks at the radio station.

STUDENT RATIONALE: My project at KARP is the best thing that's ever happened to me in education. I want to learn as much as I can about radio broadcasting while I'm here.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Sarah will develop skills necessary to be a part of the radio business. a. Sarah will develop and improve her radio voice. b. She will write commercial copy for KARP. (continued)	Community instructor Tape recorder School speech department KARP production staff	1. a. Sarah will prepare "before" and "after" tapes to be presented to the school staff. Her final tape will meet the airing standards of the community instructor. <u>Community instructor certification</u> b. Community instructor will certify that Sarah has written usable commercials. <u>Community instructor certification</u>

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Continued

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(Project Sample Number FC11 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. c. She will assist in compiling research for the top hits. She will compile composite lists. d. She will prepare a vocabulary list complete with definitions.		1. c. (continued) Sarah will prepare a written description of what she has done. In her description, she will explain how her activities will improve the operation of KARP. d. Sarah will present the vocabulary list to her community instructor who will certify its accuracy. <i>Community instructor certification</i>
2. Sarah will gain an understanding of the radio business. a. She will complete readings assigned by her community instructor. b. She will accompany a salesperson on his/her rounds. c. She will spend a day with Eleanor Martinez in news presentation.	Man Behind the Mike (Fisher) Trade magazines recommended by community instructor KARP staff Materials on persuasion and sales techniques KARP staff and equipment	2. a. Sarah will discuss her readings with the community instructor. <i>Community instructor certification</i> b. In a conversation with the school staff, Sarah will relate the essential steps in successful radio sales. <i>School staff certification</i> c. Sarah will demonstrate her understanding of the news presentation process in a discussion with her community instructor. <i>Community instructor certification</i>
3. Sarah will study KARP in its roles and responsibilities within the community. a. She will study the relationship between KARP and the federal	Community instructor Readings suggested by community instructor	33

Continued

ACTIVITIES	(Project Sample Number <u>FC11</u> Continued) SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
3. a. (continued) government. She will be able to answer the following questions: • What is the FCC? • What power has it over KARP? • Does it have any influence over editorial policy? • Why is it necessary to have federal regulation as opposed to state regulation? • Does the FCC cause any problems? • What is meant by "equal time?" b. What does KARP do to carry out its responsibilities as a licensee of the air waves? c. What is the nature of the responsibilities that the radio industry carries in shaping public opinion? Does KARP have public impact? Or does it merely air several sides of the same issue? How does your community instructor feel about these responsibilities?	Statistics available at KARP	3. a. Sarah will answer these questions to the satisfaction of the school staff. <i>School staff certification</i> b. Sarah will present an oral or written report on KARP's compliance with licensing requirements. <i>School staff certification</i> c. Sarah will conduct an interview and produce a short article for the school newsletter. To complete the project, Sarah will write a major paper describing the radio industry, how it operates financially, its community role and responsibilities, its purposes and importance. <i>School staff certification</i>

OBJECTIVES FOR CREATIVE DEVELOPMENT

Outcome Goal: Students will increase their ability to identify the effects of and participate in creative processes to blend new and existing materials, ideas or concepts into new forms or experiences.

Learning Objectives: Students should be able to:

1. recognize and use the creative process in thinking, talking and writing
2. discuss the form and meaning of "art"
3. identify and participate in creative experiences to develop skills and styles that satisfy their expectations.

Creativity is an essential element of self-expression and contributes significantly to total growth as a person. Education should be comprehensive preparation for life, and thus creative development is a valuable living skill that can help students find more satisfaction in both their work and nonwork pursuits.

Creativity is more a characteristic of our attitude and the ways in which we act than it is indicative of a specific product or result. Since creativity is by its nature a uniquely personal quality, learning objectives for this area should serve as guidelines to help students recognize their own creative capacities and encourage them to become more confident about expressing themselves in creative ways.

In applying creative development objectives to the design of projects, the following ideas should be considered:

1. Creativity is a process, not a product.
2. The concept of creativity should not be limited to the "arts;" rather it is a way of understanding and dealing with all human endeavors and should be reflected in everything we do.
3. Projects should spur inventiveness and positive originality in any field rather than merely emphasizing participation in one of the arts or crafts.

4. Project goals should emphasize the recognition and use of creative thought rather than some quality, act or outcome. Similarly, while projects may address the history of an art or the products of someone else's creativity, they should always stress the student's own creativity in the present.

The predesigned project in creative development asks students first to define creativity in their own words and then to look for examples of it in a variety of settings, including the community sites they are using. Students can interact with staff, other adults and their peers in working out their ideas. However, they should take their own stand on what creativity is and defend and explain it in conversation with school staff members and, as necessary, with community instructors and other adults in the community.

There are no easy ways of "measuring" the degree to which a person is creative. Evaluation of a student's creative development depends largely on staff getting to know the student as a whole person and making subjective judgments of performance based on what can be perceived and/or judged professionally about that particular student. The creative development predesigned project helps staff get to know what creativity means to each student and provides a basis for giving further feedback in an individual manner.

Individually negotiated projects in creative development give the students a chance to exercise creativity as a skill to be used in exploring the possibilities of any subject they choose. Whereas the predesigned project treats creativity in many different situations, the individually negotiated projects tend to focus on a particular topic or skill. Students should be encouraged to use projects in this Life Skills area as a way of exploring modes of creative expression that interest them.

STUDENT NAME _____

LIFE SKILLS AREA CREATIVE DEVELOPMENT (predesigned)

PROJECT TITLE Recognizing Creativity in New Ways

COMMUNITY SITE/INSTRUCTOR _____

SCHOOL STAFF RATIONALE:

This project will acquaint you with the creative process. You will learn to recognize creativity in yourself, others and the world around you. In addition to defining and identifying creativity, you will engage in a creative activity of your choice.

STUDENT RATIONALE:

Starting Date _____

Target Date _____

Date Received _____

Completion Date _____

PROJECT EVALUATION:

RECOMMENDATIONS:

ACTIVITY 1 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Define creativity. a. Write a definition of the term "creativity." Make sure that this definition applies to <u>anything</u> you think is creative.* b. Identify things in the community that show creativity. How do these things fit your definition of creativity? c. Explain creativity as a single happening or a process. <i>*Helpful hint for definition:</i> <i>List ten things you think are creative. On another sheet list words that apply to all ten creative things. Try to use those words in your definition.</i>	Your past experiences The community at large Photographs from magazines or newspapers Camera	1. a. A well-written definition of creativity. b. A collection (collage, scrapbook, photographs, etc.) of examples of creativity. Include a caption for each that explains how it fits your definition of creativity. c. Oral discussion with school staff. _____ <i>School staff certification</i>
SCHOOL STAFF EVALUATION:		

ACTIVITY 2 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
2. Apply your definition of creativity to the following: a. A creative idea that has improved business on your job site. b. A commercial product that you think is creative. c. An advertisement that you feel is creative. d. Two pieces of recognized art.	Community site Library Magazines Television Community instructor Museums Art galleries	2. a. Develop an advertisement for this example of creativity and have it evaluated and certified by your community instructor. <i>Community instructor certification</i> b. Written statement that describes the product and explains why it is creative. To be submitted to school staff. c. Bring in the ad and orally explain to school staff why it is creative. d. Ask a gallery or museum attendant to certify that you can explain how the two pieces of art fit your idea of creativity. <i>Gallery or museum attendant certification</i>
SCHOOL STAFF EVALUATION:		

ACTIVITY 3 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
3. Use the creative process both for business and for pleasure. a. Choose a situation at your community site that could be improved. • Propose three creative alternatives. • Select the one you think will best improve the situation. • Discuss your choice and your reasons with the community instructor. b. Select a creative "leisure time" activity that you can <u>do</u>.	Community site Community instructor Library resources Arts and crafts shops and books Attachment I	3. a. Written statement of the situation followed by three alternatives, signed by the community instructor. <i>Community instructor certification</i> b. Completed Attachment I.
SCHOOL STAFF EVALUATION: 305 300		

ACTIVITY 4 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
4. Analyze the creative process. a. Think about how it feels to create something. ● Are you satisfied with your product? ● What mental and physical skills did you use? ● Is there room for improving these skills? In what ways? ● Describe yourself as a creative person. b. Reread your definition of creativity from Activity 1 and rewrite it if this project has changed your ideas.	Products and resources from Activities 1, 2 and 3 of this project.	4. a. Discuss these questions with school staff. <i>School staff certification</i> b. Rewritten definition or an additional statement that you are satisfied with your original definition of creativity.
SCHOOL STAFF EVALUATION: 367 368		

ACTIVITY SHEET

Select one activity from each group and participate in it as indicated.

Group A

1. Spend an hour at your local art museum.
2. Visit a local arts or crafts gallery.
3. Interview a local artist.
4. Critique a piece of art or an exhibit.
5. Other: _____

Group B

1. Select a creative medium and design and produce something that meets your own definition of creativity.
2. Using "before and after" photographs, do some interior decorating in a room of your choice.
3. Design a detailed plan to physically improve your program's learning center.
4. Other: _____

Group C

1. For the activity you select in Group B, keep a record of all costs and how long the activity took you. If you selected B.1., create a detailed marketing plan for your product.
2. Create an advertisement for your product or interior decorating skills or whatever activity you selected from Group B. Include prices.
3. Other: _____

I've chosen to do the following activities:

Group A _____

Group B _____

Group C _____

My products will be _____

My target date for completion is _____

Student

School staff

Project Sample Number CD 1

STUDENT NAME Steve Matthews

LIFE SKILLS AREA Creative Development

PROJECT TITLE Advanced Welding Techniques

COMMUNITY SITE/INSTRUCTOR Smith-Davidson Metal Works/
Leo McGuire

SCHOOL STAFF RATIONALE: This project is a continuation of Steve's first project at Smith-Davidson Metal Works. In his first project he became familiar with the certification requirements for a welder as well as demonstrating understanding of some basic welding techniques. In this project he will get into electric arc welding, oxygen acetylene welding and cutting and heli arc welding. Also, Steve will explore welding as an art form by observing a recognized metal sculptor. In the area of basic skills, Steve really needs to work on neatness and taking the time to be accurate, so this project will stress diagrams and clear descriptive narrative.

STUDENT RATIONALE: I plan on getting a greater knowledge of this profession so I can go to work as a welder.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation.)</i>
1. Steve will become familiar with the principles of an electric arc welder. a. He will diagram and explain electrical input to variable output. b. He will describe in narrative the electronic principles involved.	Community instructor Textbooks Welders at Smith-Davidson	1. a. A careful and accurate diagram of the electrical working of an arc welder. b. A well-written paper describing the electrical function of an arc welder to be evaluated for spelling and punctuation and certified by the community instructor for technical accuracy. <u>Community instructor certification</u> <u>School staff certification</u>

Continued

ACTIVITIES	(Project Sample Number <u>CD 1</u> Continued) SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. Steve will become familiar with the principles of oxygen acetylene welding and cutting. a. Steve will diagram and describe a gas welder, including • gauges • gas and its properties • mixer head and tips b. He will learn to make horizontal join welds in mild steel. c. He will braze any two materials using a gas welder. d. He will learn to cut mild $\frac{1}{4}$" steel.	Smith-Davidson welders Community instructor Welding supplies	2. a. An accurate diagram of an oxygen acetylene welding unit to include gas source flow mixture and flame. <i>Community instructor certification</i> b. Sample of joined materials at least three inches in length demonstrating a smooth and strong weld. <i>Community instructor certification</i> c. Sample of joined materials at least three inches in length demonstrating efficient brazing techniques. <i>Community instructor certification</i> d. A piece of $\frac{1}{4}$" steel demonstrating a pattern cut using one angle and one curve plus a straight line. Total material size need not be over 4" x 4". <i>Community instructor certification</i>
3. a. Steve will learn to use the Hydro-blaster. b. He will also learn how to adjust and maintain the equipment.	Hydro-blaster at Smith-Davidson Community instructor	3. a. Take at least six pictures of the hydro-blaster. Mount and provide a creatively written narrative for each photo. b. Certification that Steve can use and maintain the equipment. <i>Community instructor certification</i>

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
4. Steve has operated the heli arc but has not yet welded al minum. a. He will compare welding in steel and aluminum. b. He will perform simple repair welds in aluminum.	Heli arc at Smith-Davidson Community instructor English teacher or tutor	4. a. Steve will write a paper comparing the characteristics of aluminum and mild steel as they relate to welding. The paper will be evaluated for spelling and grammar by school staff. School staff certification b. Certification that Steve can do simple repairs in aluminum. Community instructor certification
5. Steve will practice his welding skills in order to make them more salable. a. He will practice a minimum of five different joints. b. He will practice welds from five different positions. c. He will explain how these skills can be an expression of a person's creative abilities.	Welding equipment Community instructor	5. a. Five pieces of mild steel joined by five different methods: ● right angle ● side by side veed and welded on both sides ● T weld with material centered ● round to flat stock ● round to round butt weld Community instructor certification b. Five 3 to 5-inch welds applied from five different positions to your community instructor's satisfaction. Community instructor certification c. Discussion with school staff in which Steve explains the creative application of welding skills. School staff certification

Continued

(Project Sample Number: CD 1 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
6. Steve will explore the opportunities for a welder in the field of art. a. He will observe some exhibits of metal sculpture by local artists. b. He will then contact and interview one metal sculptor.	Art museum Local galleries School staff and gallery staff for contacts with artists	6. a,b. Steve will make a tape in which he expresses his impressions of metal sculpture, both in terms of technical skill and artistic appeal. <i>School staff certification</i>

Project Sample Number CD 2

STUDENT NAME Angie Canfield

LIFE SKILLS AREA Creative Development

PROJECT TITLE Rainbow Hills Special Education

COMMUNITY SITE/INSTRUCTOR Rainbow Hills Intervention Program/
Sarah Hamilton

SCHOOL STAFF RATIONALE: Angie's major interest is counseling, and this project will give her a chance to work in a one-to-one counseling situation. She will be in an elementary-level special education program called Intervention and will become totally familiar with the philosophy of the program and some of the techniques of behavior modification. As she works closely with one student, she will learn to do behavior counts and interpret them for daily lessons. She will also prescribe a plan to integrate students back into the regular program. Because Angie is serious about pursuing college, she will work on refining her writing style.

STUDENT RATIONALE: I want to learn how to deal with children on a one-to-one basis, how to record behaviors and learn and practice reinforcement techniques.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. In order to gain a complete understanding of the Rainbow Hills Intervention program, Angie will read the most significant catalogs, brochures and manuals. Then she will write a statement describing the philosophy and purposes of the program.	Intervention program overview Manuals on class management	1. Written statement (about one typed page) that gives a clear, smooth-flowing description understandable to people not familiar with the program.
2. To help her experience various aspects of the program, Angie will attend at least one parent group meeting.	Parent meeting Community instructor	2. Community instructor certification of attendance and ability to explain the role parents play in program success. <u>Community instructor certification</u>

Continued

(Project Sample Number CD 2 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
3. Angie will be assigned one student to observe and work with (This student's file will be made available to her). From observations and the file information, Angie will fill out a "hypothetical" Intervention Plan and then compare it with the actual Intervention Plan that was written for the student. She will then discuss this with her community instructor.	Observations Student files Community instructor	3. Turn in either a tape of the discussion or a written summary. Also, turn in copies of the real and the hypothetical Intervention Plan. The written plan should reflect Angie's ability to write clearly in a professional style.
4. Angie will be able to recognize and explain why the behaviors listed below are the focus of attention for behavior modification procedures: • talking out • out of seats • noise • off task • acting out	Intervention materials Community instructor Special education teachers at local colleges Textbook resources	4. Community instructor certification that Angie can recognize and explain these behaviors. Community instructor certification
5. Angie will describe the use and function of the following: • baseline • confidential recordkeeping • behavior counts • contracts • point system of enforcing consequences • time-out room	Intervention brochures and manuals Community instructor Textbook resources	5. Written explanation of each procedure to be certified and evaluated by the community instructor and then turned in to school staff. Community instructor certification School staff certification

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
6. Angie will familiarize herself with the teaching materials used in the Intervention program.	Teaching materials Teachers' guides	6. Angie will write a well-organized paragraph that explains the rationale and/or techniques of each set of materials. As an exercise in creative interpretation, Angie will re-do one of the lessons in a way that she feels might be more interesting and motivating for students.
7. Angie will work in depth with one student. In whatever area she is tutoring, she should have a confident grasp of the materials and procedures by reading the teacher's manuals. a. She will tutor, correct work and record the student's progress on his/her academic record. b. Also on appropriate occasions, she will observe and count behaviors and record in graph form.	Community instructor Skills materials Graph paper	7. a. A daily log of her experiences working with this one student. b. Copy of the behavior graph to be turned in to school staff.
8. If the situation arises during this project, Angie will help prepare a student for reintegration into the regular program. This includes writing the Reintegration Plan and explaining expectations for the student and how to monitor the plan. As in Activity 3, Angie could write a plan and then compare it with the actual plan written by her community instructor.	Behavior graphs Reintegration forms Student files	8. Angie will turn in a written summary of the Student's Reintegration Plan. Then she should assume the role of the regular classroom teacher who is receiving this student and write a hypothetical response offering her opinion of the Reintegration Plan and its potential to help her with the student. Both the plan and the response should show Angie's ability to make creative use of skills and knowledge acquired.

Continued

(Project Sample Number CD 2 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
9. As a final activity in this project, Angie will discuss with a member of the staff whether or not she feels that a career in special education would be satisfying to her creative, intellectual and personal needs. 384	School staff Intervention experiences	9. Staff certification of thoughtful and productive discussion. <i>School staff certification</i> 385

Project Sample Number CD 3

STUDENT NAME Lance Warner

LIFE SKILLS AREA Creative Development

PROJECT TITLE Using Creative Processes

COMMUNITY SITE/INSTRUCTOR Mountain Side Iron Works/
Harvey Cook, Darren Jensen

SCHOOL STAFF RATIONALE: This project is designed to make Lance aware of the various facets of a person's life to which creative processes can be applied. He will also have experiences in a variety of job tasks in the blacksmithing career and will complete a course in blue print reading. In the area of basic skills, Lance will concentrate on written communication and he will also work on typing skills.

STUDENT RATIONALE: I've always been interested in making things and blacksmithing sounds really interesting too.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Operate the following machines (equipment) common to the blacksmith trade to the satisfaction of Darren Jensen (CI). • bandsaw • drill press • acetylene cutting torch • wire-fed welder • lathe	Harvey Cook (CI) Darren Jensen (CI) Other employees at Mountain Side Iron Works	1. Satisfactory operation of the equipment to be certified by Darren Jensen. <i>Community instructor certification</i>

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Continued

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(Project Sample Number CD 3 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. Write safety instructions for each of the above listed pieces of equipment.	Harvey Cook Darren Jensen Other employees at Mountain Side Iron Works	2. Typewritten rules to be evaluated by Darren Jensen. Community instructor certification
3. Complete the <u>Introduction to Blueprint Reading</u> by Delmar Publishers, a self-taught course in blueprint reading.	Course materials School staff Darren Jensen Harvey Cook Other employees at Mountain Side Iron Works	3. Course and test completed to the satisfaction of school staff. School staff certification
4. Conduct a taped interview with Harvey Cook, foreman of Mountain Side Iron Works, in which you ask him the following questions: • What are some examples of jobs recently completed by Mountain Side Iron Works which required some creativity? • How important is creativity, particularly in the area of layout of design? • How has creativity been used to make Mountain Side Iron Works a more successful business? • Of what importance are mathematical skills to the operation of Mountain Side Iron Works?	Harvey Cook Tape Recorder	4. Taped interview in which the questions are asked clearly, with expression, and in which further questioning is used if necessary to elicit the appropriate information.

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
5. Design and build any item of your choice (and at your expense) at Mountain Side Iron Works. Complete the following steps: • make a plan • do a layout, including preparation of parts • assemble, including necessary welding	Harvey Cook Darren Jensen Other employees at Mountain Side Iron Works Library resources	5. Quality and creativeness of design and the finished product to be evaluated by Darren Jensen. <i>Community instructor certification</i>
6. Determine a problem area at home (i.e., appliance that won't work, room needing redesign, a family problem which must be solved, a need to change landscaping, etc.) and apply the creative process to solving this problem. Then write a one-page paper in which you present the following: • statement of problem • creative steps taken to deal with the problem • success of your creative actions • alternative creative actions you could use to deal with the problem	Family School staff	6. One-page typed paper to be evaluated on the degree to which you clearly stated the problem and used creative processes to solve it. <i>School staff certification</i>

Project Sample Number CD 4

STUDENT NAME Arthur Kowalski

LIFE SKILLS AREA Creative Development

PROJECT TITLE Teaching Art and Basic Skills

COMMUNITY SITE/INSTRUCTOR Kiddiedom/David O'Brien

SCHOOL STAFF RATIONALE: Arthur wants to develop his skills for teaching preschool children to participate in creative activities. This learning level will be a good opportunity for him to plan and implement activities, both art and academic, that encourage the children to use their creativity. Also, Arthur will learn about eye-hand motor coordination and the interpersonal logistics of team work. His written work will concentrate on spelling and sentence/paragraph construction. Because Arthur is taking a math class, this project need not stress that area.

STUDENT RATIONALE: I hope to understand Kiddiedom and learn more about the way of teaching, not just the creative part, but the math, spelling, etc.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Arthur will gain an understanding of the Kiddiedom program by becoming familiar with their pre-math and pre-reading programs. a. He will give an oral explanation to school staff of the pre-reading and pre-math programs. b. He will create lesson plans in preparation for teaching classes in these areas. c. He will teach the students from both of these programs.	Kiddiedom materials School staff Community instructor	1. a. Certification of a knowledgeable explanation of programs. <u>School staff certification</u> b. Lesson plans to be submitted for critique by David O'Brien (CI) before lessons are taught. <u>Community instructor certification</u> c. Certification that lessons have been successfully presented. <u>Community instructor certification</u>

Continued

(Project Sample Number CD 4 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. a. Arthur will read existing curriculum files for examples of exercises which teach eye-hand motor coordination. He will discuss these ideas with other teachers. b. He will then make up a "test" (or a structured activity) that determines whether or not a child has adequate eye-hand motor coordination. If it shows that some students are more advanced than others, Arthur will create another activity to develop these necessary skills.	Curriculum files Kiddiedom staff Game books	2. a. CI certification that Arthur can adequately discuss this issue. <i>Community instructor certification</i> b. The "test" or a clearly written description of it. All words must be spelled correctly. Submit to school staff. <i>School staff certification</i>
3. a. Arthur will create a bibliography of books that can be read to the children. He should try to find new books rather than the usual familiar ones. b. Arthur will choose one of these books and, using visual aids, read it to a small group of children. While reading, he will observe the behavior of the children, especially their attention span.	Library resources Kiddiedom books Children's bookstore	3. a. List of at least 15 books in proper bibliographic form. b. After reading the story, Arthur will write a short statement about his success in keeping the attention of the youngsters. If he feels that the children were bored by the story, he will write up a plan for improving his reading ability and have this plan certified by the community instructor. <i>Community instructor certification</i>
4. Arthur will create a storybook without words by drawing a story. He will then work with a small group of students and "read" the story to them, involving them in the creation of the narrative.	Bibliography of Activity 3 Library resources Kiddiedom	4. Storybook to be turned in to school staff with an oral statement about its effectiveness.

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
5. a. Arthur will create at least one art activity for the children. To do this, he will need the skills to teach the use of such art materials as chalk, glue, crayons, paints, paper and colored inks. For this activity, Arthur will write out a lesson plan including: • the objective or goal • the process he will use to teach the activity • the necessary materials b. Arthur will direct a class using the knowledge he has gained and following the lesson plan he has written.	Teacher's lesson plan forms (if used) Art materials Community instructor School staff	5. a. Lesson plan to be turned in to community instructor for discussion and evaluation before the art activity is taught. b. Certification that the activity has been taught and that a follow-up evaluation discussion has taken place. <u>Community instructor certification</u>
6. a. Arthur will demonstrate his ability to develop a comfortable rapport with coworkers. This should include: • open communication about issues of concern • listening to and being sensitive to the needs of other persons • giving feedback to others • working as a member of a group in designing activities • being a participating member of a group to discuss alternative solutions to problems	Kiddiedom staff School counselor	6. a. Community instructor's certification that Arthur has been actively involved in staff activities. <u>Community instructor certification</u>

Continued

(Project Sample Number CD 4 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
6. (continued) b. Arthur will prepare a written statement that (1) discusses the most difficult aspect of relating to fellow employees, (2) discusses how a staff such as this one could be a more effective and/or productive team, and (3) includes a list of personal qualities that make a team productive.		6. (continued) b. Evaluation of written statement in terms of clarity of expression, spelling and sentence/paragraph construction. <i>School staff certification</i>
7. Arthur just completed an experience with the Acme Insurance Centrex system and in this final activity he should compare that with this kind of job in terms of: • personal satisfaction • creative use of skills • usefulness to others	School staff Acme Insurance project	7. Well-constructed paragraph for each of the three issues to be covered, to be written in ink with an introductory and concluding sentence for each. To be certified by school staff. <i>School staff certification</i>

Project Sample Number CD 5

STUDENT NAME Rosalind Wagner

LIFE SKILLS AREA Creative Development

PROJECT TITLE The Challenge of First Graders

COMMUNITY SITE/INSTRUCTOR Trevor City Elementary/Laurie Jones

SCHOOL STAFF RATIONALE: Rosalind is very interested in working with young children, but she doesn't know yet whether or not she wants to be in a classroom situation. Her learning experience at Trevor City Elementary will give her useful classroom experience to make decisions about future directions. Rosalind wants specifically to learn the Distar method of teaching reading and to explore other institutions or community programs that work with children. Because Rosalind has developed superb writing skills, she will concentrate on the spoken communication skills necessary for an effective teacher and coworker.

STUDENT RATIONALE: I know for sure that I want to find a career in which I'll be working with young children. I've always thought that I'd like to teach, but lately I have questioned whether I want to teach or find another way. This project should help me decide.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Rosalind will learn how to make a student feel comfortable in the school situation by providing reassurance and warmth. She will be able to correct seat-work exercises on the spot in such a way as to make her students feel encouraged while at the same time reinforcing their learning.	Observations of other teachers Memories of personal experiences as a youngster in school <u>TA for Tots</u>	1. Rosalind will demonstrate these skills to the satisfaction of the community instructor. <u>Community instructor certification</u>
2. Rosalind will audit the evening community college class in Distar.	Community college Distar materials	2. Community college instructor certification that Rosalind attended class regularly. <u>Instructor certification</u>

Continued

(Project Sample Number CD 5 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
3. To demonstrate comprehensive understanding of a teacher's day, Rosalind will block a week in diagram form and fill in the events that take place in half-hour increments. This should include: • academic exercises • art lessons • reading • socialization experiences • routine activities such as roll taking, collecting lunch money, directing students to the cafeteria or the playground and any other miscellaneous activities.	Class observation Community instructor	3. Certification by Laurie Jones that the diagram is complete. <u>Community instructor certification</u>
4. Rosalind will plan and write lesson plans on a weekly or daily basis, depending on the class structure. She will do this by finding materials, sorting them out for review and compiling relevant materials for the introduction of new concepts. This will be preceded by a discussion with her community instructor on the subject of efficient lesson plans.	Lesson plan format from the teacher School library Community instructor	4. Copy of a week's lesson plans or a unit plan to be certified by the community instructor and then submitted with the project. <u>Community instructor certification</u>
5. To further her understanding of the function of a lesson plan, Rosalind will prepare a lesson that she can teach to the class, paying close attention to: • use of humor and creativity to present new materials • organization of materials, adequate explanation and ditto sheets, if necessary	Lesson plan format School library Community instructor	5. Lesson plan to be certified by community instructor before it is taught. <u>Community instructor certification</u>

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
6. After thorough observation and working on lesson plans, Rosalind will trade places with the teacher for a day. She will prepare appropriate lesson plans and administer the day's activities. At the end of the day Rosalind and her CI will evaluate the experience on tapes, identifying both strengths and weaknesses of Rosalind's teaching style.	Community instructor Approved lesson plan Tape recorder	6. Tape of evaluation to be submitted with this project.
7. Rosalind will help the teacher involve students in decorating the room for Thanksgiving and Christmas. Possibly she could plan an art project for the students and teach it, keeping in mind the taped evaluation discussion. One focus of attention for this activity should be to make sure that all students are involved.	Art supplies Tape of previous activity Community instructor	7. Certification by Laurie Jones that Rosalind actively participated in involving the entire class in the project. <u>Community instructor certification</u>
8. Rosalind will read the book <u>Teacher</u> by Sylvia Ashton-Warner and think about how her ideas can be applied in the classroom.	Local library School staff	8. Rosalind, here's a good opportunity to write an evaluative book review, where you show that you understand the author's ideas and can apply them in a meaningful way. Come talk to me <u>after</u> you've read the book and <u>before</u> you write the review, so we can set out the criteria for evaluation of your review.
9. So Rosalind will have a realistic picture of education, benefits, job opportunities, etc., for teachers in the area, she should complete the Career Information System (CIS) Questionnaire for elementary teachers.	Computer CIS Questionnaire booklet	9. Arrange and attend a meeting to discuss the computer printout with school staff. <u>School staff certification</u>

Continued

(Project Sample Number CD 5 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
10. Because Rosalind is interested in non-classroom methods of working with children, she will do the following: a. Make a list of all local community programs in this field. b. Choose three of these programs to visit for a day.	Telephone directory Youth programs and services directory State Children's Services Division	10. a. List of programs. b. Certification of visits to three different community programs for children.
11. The final activity in this project will be for Rosalind to think about her teaching experiences, interpret the CIS printout, consider the other kinds of programs available and write a two-page paper expressing her feelings about teaching and being with young children as a future career.	Computer printout Community instructor School staff	11. Essay criteria to be established after initial outline or rough draft is completed.

Project Sample Number CD 6

STUDENT NAME Julie Howard

LIFE SKILLS AREA Creative Development

Creative Design and the Graphic

Public School Graphic Arts Dept./

PROJECT TITLE Artist

COMMUNITY SITE/INSTRUCTOR Stan Painter

SCHOOL STAFF RATIONALE: Julie's interest in design and media has led her to a job site that will teach her some marketable skills. As she becomes familiar with the public school Graphic Arts Department, she'll learn not only some of the critical job-related skills, but she'll also consider ways to tie this into her interest in advertising. Because Julie needs to develop perseverance and the ability to conquer frustration, these detailed and technical tasks will be a meaningful challenge for her.

STUDENT RATIONALE: In this project I'd like to learn a lot of the different jobs and opportunities the graphics department has.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. You need to develop a comprehensive orientation to the field of graphics. a. Define the term "graphics" as it applies to this job site. b. Identify and describe various forms of graphics used on this site. c. Develop a vocabulary list of at least 30 terms used on the site that you are not already familiar with.	Student glossary of terms from graphics department Dictionary Department materials Community instructor	1. a. Definition of the term written clearly in your own words. b. Written descriptions of various forms of graphics and processes involved in them to be certified for accuracy by community instructor. <u>Community instructor certification</u> c. Vocabulary list with definitions certified for accuracy by community instructor. <u>Community instructor certification</u>

Continued

(Project Sample Number ^{CD 6} Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. (continued) d. Understand and be able to explain how this department serves the needs of the public school.		1. (continued) d. List of purposes or ways in which the graphics department serves the schools, written neatly in complete sentences.
2. Since you need to become familiar with learning and professional resources in the field of graphics and design, develop an annotated bibliography noting resources and general contents.	Public library Professional journals Community instructor Museum art classes	2. Bibliography written clearly in a college-level format.
3. a. You should become thoroughly familiar with the care and cleaning of tools and equipment. b. Because you could someday do this kind of work on your own, you should also investigate the replacement costs for the most crucial pieces of equipment (i.e., the minimum you'd need to start the business from scratch).	Graphic department tools and maintenance instructions Equipment catalogs	3. a. Community instructor certification that Julie can use each piece of equipment, keeping each in proper order and carefully cleaned and maintained. Community instructor certification b. List of the basic equipment and replacement costs.
4. Even though it is a different area of this job site, you should become familiar with the lamination equipment. Read written instructions carefully and then operate equipment to the satisfaction of the community instructor.	Equipment manuals Community instructor	4. CI certification that Julie's operation of the equipment meets the standards of the district and is comparable to the work of a regular paid employee. Community instructor certification

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
5. As teachers walk in to make requests, the graphic artist may need to help them articulate/clarify their needs. Work on developing the following communication skills: • listening openly • paraphrasing and summarizing • questioning positively With your CI present, handle a typical request by working through the details with the requesting teacher.	Counselor Community instructor Communication skills exercises	5. Discuss your performance with your CI and take notes on areas of communication, if any, in which you need improvement. <u>Community instructor certification</u>
6. One of your tasks will be to help your community instructor create and lead art projects in school classes. For one of these projects, ask your CI to allow you to take the leading role in planning and implementing a particular project.	Community instructor	6. Turn in to school staff a written "lesson plan" that has been certified by the community instructor and also your community instructor's evaluative comments concerning your performance in the classroom.
7. In order to get a complete understanding of each step involved in completing a project, you should make a flow chart that includes all steps in the process.	Tag board Community instructor	7. Flow chart showing each step in the process to be certified for accuracy by the community instructor. <u>Community instructor certification</u>
8. a. After your flow chart has been evaluated and certified by the CI, you need to participate in every step of this process by showing that you can complete a project from beginning to end.	District catalogs Community instructor	8. a. Community instructor certification that Julie can accurately understand a request and complete a project. <u>Community instructor certification</u>

Continued

(Project Sample Number CD 6 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
8. (continued) b. Share your finished project and samples of your work with the school staff in a small, informal group discussion.		8. (continued) b. Discussion of the project and explanation of work completed with two or three staff members you select. <i>School staff certification</i>
9. The final activity in this project will be for you to assess your performance on this job site in terms of personal growth, creative ability and career possibilities. After gathering information and integrating it with your experiences, write an essay expressing your feelings concerning the above. 414	Products of this project Community college catalogs School staff/counselors Community instructor	9. Essay of about two pages that clearly communicates your personal thoughts concerning these experiences. <i>School staff certification</i> 415

Project Sample Number CD 7

STUDENT NAME Terry Spencer and Douglas Rice

LIFE SKILLS AREA Creative Development

PROJECT TITLE Videotaping a Mystery

Video Productions, Inc./
COMMUNITY SITE/INSTRUCTOR Archie Gray

SCHOOL STAFF RATIONALE: Both Terry and Douglas are eager to learn to use videotape equipment and they want to do this by taping a mystery story. They'll go through every step of planning a video production from brainstorming the idea to editing and showing the final production. Technical assistance will be provided by Video Productions, Inc. Because Terry and Douglas are serious about multimedia communication, they will plan a careful evaluation of their work to be followed by specific recommendations.

STUDENT RATIONALE: We want to learn about videotape and we think a neat way to do this would be to try to tape a mystery. We hope to get help from Archie Gray when it comes to the actual production.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. a. Go to the library and find some books on filmmaking and the use of videotape machines. Compile these into a bibliography with short useful annotations. b. Discuss this bibliography with your CI. Talk about the practicalities of videotaping and the differences and similarities between filmmaking and video productions.	County library Community college library Community instructor	1. a. List of books in annotated bibliography format. b. Certification that you are both familiar with the basic process of video production and how it differs from filmmaking. <u>Community instructor certification</u>

Continued

(Project Sample Number CD 7 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. a. Even though you have had some experience using portable video equipment, you need to develop the skills to tape an actual story. The first step is to brainstorm all the ideas you'd like to develop as possible theme/plot structure. b. It could be useful for you to consider various kinds of mysteries, such as a Peter Sellers comedy, Alfred Hitchcock-style, Gothic mystery, science fiction, etc. c. After you have decided on the theme and plot sequence, the next step is to decide whether you want a script for the characters or just a plot with lots of adlibbing. d. Finally, whether your characters adlib or not, you'll need a <u>shooting script</u> or <u>storyboard</u> that maps out what you'd be doing with the video recorder to capture your story on tape the way you want it.	Mystery stories (Sherlock Holmes) <u>How to Survive in your Native Land</u> by James Herndon TV shows Newspaper, movie and TV ads Community instructor Books on videotaping, play-writing, filmmaking, television production	2. a. Write out a summary of the theme/plot for your video story. b. Write a brief statement describing the basic differences between each type of mystery. c. If a story script has been decided on, submit a copy of it, at least in outline form, to school staff. d. Prepare a shooting script or storyboard for your production. Have it verified by the community instructor. <u>Community instructor certification</u>
3. Do a complete cost analysis for a production such as you are planning. If you plan on receiving funds for this project, make out a request to take to the principal for consideration.	Books on videotaping Audiovisual merchandise catalogs Community instructor Principal	3. Cost analysis and request to be submitted to staff member before it goes to the principal. All totals should be accurate. <u>School staff certification</u>
4. Now that the theme, plot, scripting and finances are settled, the next step is the casting.	Drama coach Students School staff	4. In discussion with a member of the staff, explain why a particular person was picked for each part. <u>School staff certification</u>

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
5. Now that you are ready to shoot, plan each scene for: • shooting location • lighting • placement of people • video recorder placement Then do all the taping when you feel confident and ready.	Community instructor	5. Community instructor certification that all factors have been considered. <i>Community instructor certification</i>
6. At this point you are ready to edit and dub in any additional sound. Consult with Archie Gray for editing procedures and equipment.	Archie Gray (CI)	6. Summarize everything you learned about editing and list what equipment was necessary for the process.
7. Design an evaluation sheet for others to use as a way to judge the quality of your work. Ask your community instructor to help you create this form.	Archie Gray (CI)	7. Submit the evaluation form you have designed.
8. After it is all put together, view the tape and critique it according to your evaluation form, then gather data from other sources. • Ask at least five students not involved in the production to watch the tape and evaluate it according to the criteria you set. • Try to get someone with film or videotape experience to evaluate and critique your work.	Archie Gray's staff Other students Another media specialist recommended by Archie Gray	8. Evaluation results should be written in summary form, with a final set of recommendations for your future work in videotaping.

Project Sample Number CD 8

STUDENT NAME Joshua Hankshaw

LIFE SKILLS AREA Creative Development

PROJECT TITLE Creative Merchandising

COMMUNITY SITE/INSTRUCTOR Male Bag/Kelly Blue,
Joe Rivers

SCHOOL STAFF RATIONALE: This project is designed to give Joshua the opportunity to become competent in several aspects of operating a contemporary men's clothing store. Joshua will concentrate on learning creative display techniques for both merchandise and general store environment, as well as becoming familiar with more mundane aspects of business such as inventory and store cleanliness.

STUDENT RATIONALE: Someday I might want to manage a store because I think I could make it really sharp looking, but I still need to learn more.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Perform the following job tasks related to the stockroom and inventory control: a. Verify packing slips to be accurate. b. Set pricing machine, stamp price tickets, ticket merchandise. c. Complete form SW-4 and attach to merchandise. d. Count merchandise on selling floor and in stockroom, prepare supply lists.	Joe Rivers (CI) Other employees of Male Bag Inventory forms	1. a-d. Competence at the level of a paid employee in stock and inventory tasks to be certified by Joe Rivers. <u>Community instructor certification</u>

Continued

(Project Sample Number CD 8 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. Perform the following job tasks related to merchandise display: a. Iron clothes to be displayed. b. Straighten clothes, displays, racks, etc.	Joe Rivers (CI) Other employees of Male Bag Clothing displays	2. a,b. Complete tasks at the level of a paid employee in merchandise display, to be certified by Joe Rivers. <u>Community instructor certification</u>
3. Perform the following job tasks related to maintaining cleanliness, customer appeal, etc.: a. Care for plant displays. b. Clean windows. c. Dust shelves, ledges, etc.	Community instructor Cleaning equipment	3. a-c. Adequate competence in facility maintenance. <u>Community instructor certification</u>
4. Perform the following creative functions related to the store's artistic decor: a. Arrange floral decorations and board displays as they are needed and care for all floral decorations. b. Design a new plan for the store's floral displays.	Community instructor Florist shop Dry Floral Shoppe, Ltd.	4. a. Certification by community instructor that you can independently care for floral decorations. <u>Community instructor certification</u> b. Certification by community instructor that your new plan is both creative and feasible. <u>Community instructor certification</u>
5. Perform the following display activities related to the store's up-to-date look and customer appeal: a. Assist Kelly Blue with the high ceiling merchandise displays.	Library resources for commercial interior decorating Community instructors Graph paper	5. a. Certification by Kelly Blue that you are a valuable asset in creative planning. <u>Community instructor certification</u>

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
5. (cont.) Because this is an extensive task, you'll be involved in the planning and creative input needed for each display. After one has been thoroughly planned, help with the actual arranging. b. Take one display area as your own project and go through the whole process with your CI as a consultant rather than a leader.		5. (continued) b. Scale drawing of your display with a key to color coding. <i>School staff certification</i>
6. Go to an older, more traditional men's store and compare store atmosphere and creativity of merchandise displays. Communicate this comparison on a taped monologue giving careful consideration to the listed issues: • clientele • price range of clothes • store overhead • staff involvement in displays End your narrative with evaluative statements concerning the selling powers of different displays.	Local shopping centers Male Bag Interior Designs, Inc.	6. Taped narrative that gives requested information and well-reasoned evaluations. <i>School staff certification</i>
7. a. Demonstrate to the school staff and students your ability to use these experiences by creating a bulletin board display at school. Have your display plan checked by school staff before installing it. b. Develop an evaluation form for the school display to be used by staff and students; have it checked by a staff member before distributing it.		7. a. Bulletin board to be evaluated by staff and students on the basis of color, visual clarity and creative communication. b. Compile the results of the evaluation forms and turn in with project. <i>School staff certification</i>

Project Sample Number CD 9

STUDENT NAME Dennis Pyke

LIFE SKILLS AREA Creative Development

PROJECT TITLE Learning Disabilities Program

COMMUNITY SITE/INSTRUCTOR Tumala River Junior High/
Delilah Raye

SCHOOL STAFF RATIONALE: Dennis hasn't yet had any experiences working with children, but he thinks he may be interested in entering the field of education, particularly special education and learning disabilities. At Tumala River Junior High School, he'll be working as a tutor assisting the teacher and the aide. In addition to learning the fundamental concepts and uses of many current reading materials, Dennis will learn how to record data and translate them into graph form for use in diagnosis and creative prescriptions. In an effort to apply these experiences in a traditionally creative medium, Dennis will write a story based on what he has learned.

STUDENT RATIONALE: I want this project to help me understand things about special education teaching techniques because I might want to work on a program like this.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Dennis will gather as much information as possible about the Learning Disabilities Resource Room so he can write a descriptive essay that answers the following questions: • What student needs does the program hope to meet? • How did the program progress from idea to reality, i.e., what are the proper channels for establishing a program? • Who qualifies to enter the resource room and how are the students integrated into the program? (continued)	Community instructor Resource room aide Pamphlets and/or brochures written about the program	1. Essay of at least two pages that gives the reader a comprehensive understanding of the program's background and mode of operation. Grammatical evaluation will be on the basis of proper paragraph construction. <i>School staff certification</i>

Continued

(Project Sample Number ^{CD 9} Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. (continued) • How was it staffed?		
2. Dennis will become familiar with all the programmed reading and math materials used in the Learning Disabilities Resource Center: • E.B. Press Reading Materials • Harrison's Tutorial Reading Guide • IPCS Houghton-Mifflin Math Series • Continuous Progress in Spelling Kit • Handwriting with Write & See Activities Dennis should add significant other materials to this list.	LD Resource Room	2. For each set of materials, record the complete titles, the publisher and year of publication. Write a brief summary statement about the goals and objectives of each set and how it's used; then add your evaluation of its potential for success based on your experience. Evaluation will be based on proper format for listings and informativeness of summaries. <i>School staff certification</i>
3. One of the methods this program uses is to follow each student's progress very closely and accurately. Dennis will learn how to collect data and translate the data into a graph form that is meaningful and useful. For each student he works with he'll be doing this in the following areas: • reading accuracy • word attack • comprehension • spelling • math: # right and # wrong • other math content areas	Community instructor Graph paper	3. For each student, submit a copy of the graphs with a clear and creative narrative explanation of the graph information.

Continued

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
4. In a classroom where there is a regular teacher and an aide, the role of a tutor must be clearly defined so both staff and students are aware of the division of responsibilities. Often the most sensitive area is the relationship between tutor and teacher, so Dennis will consider himself in the tutor role and how he can efficiently manage it in relation to the teacher. Some possible questions to think about are: • How can I as a tutor establish a gentle authority with students so they will respond to me as they would to the teacher? • How can I make suggestions to the teacher without offending? • How do I establish myself as both a learner and a teacher without the students seeing me as less than a teacher?	Community instructor Teacher's aide School counselor	4. Keep a log of any situations that arise related to this issue of roles and responsibilities. After you record the situations, think about what happened and discuss alternatives with school staff. <i>School staff certification</i>
5. Because the students are in this resource room due to learning difficulties, there is a good chance that they will feel unsure about what to expect. Therefore, Dennis needs to learn some methods and techniques to help a student feel comfortable in unfamiliar surroundings.	Maslow's Hierarchy of Needs School counselor <u>Winning With People</u>	5. Community instructor certification that Dennis can effectively help a student feel at ease. <i>Community instructor certification</i>

Continued

ACTIVITIES	(Project Sample Number <u>CD 9</u> Continued) SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
6. a. Read the book <u>Sooner</u>, about a young girl who is deprived and then learns to learn "by innovative methods." b. Compare your book with the book <u>Ronnie Hagers</u> is reading for his <u>Tumala River</u> project. c. List the similarities and differences that exist between the students you work with and the young girl you read about.	County library Ronnie Hagers (working on similar project) School staff	6. a-c. Discussion with school staff about your readings and the similarities and differences between the students you work with and those you've read about. List of similarities and differences to be certified by school staff. <i>School staff certification</i>
7. At the end of this project Dennis will write an essay that includes his thoughts on the following: • The best and the worst experience he had as a tutor (rewarding or most frustrating). • Whether or not he feels that special education is a field he'd like to pursue and why.	School staff Community instructor	7. Two-page essay (with introduction and conclusion) containing specific examples to illustrate the points made. <i>School staff certification</i>
8. Dennis' basic writing skills are quite good already. So now he will try his hand at writing a story that conveys some of the highlights of his tutoring. It can be from the perspective of either the student or the tutor, but it should give clear character descriptions of both as well as a literary communication of the teaching techniques he's learned. 434	Literature teachers School staff Community instructor	8. This story should be evaluated by a literature teacher or by a local author for use of real experiences to develop a piece of creative literature. <i>Certification</i> 435

Project Sample Number CD 10

STUDENT NAME Brenda Lou Bentley

LIFE SKILLS AREA Creative Development

PROJECT TITLE Multimedia Production Process

COMMUNITY SITE/INSTRUCTOR Third Eye Production Studio/
Donald Crenshaw

SCHOOL STAFF RATIONALE: The scope of this project will be for Brenda Lou to get a general picture of the total production process at Third Eye. She'll participate in each step from sales calls to the final presentation of a finished product. This project will further Brenda Lou's interest in media and help her make decisions about new directions to consider. This is a very complex and high-powered professional organization, so Brenda Lou will have to take initiative in order to acquire a full understanding. The major product in this project will be a large visual representation of the production process. For this we will encourage Brenda Lou to apply her skills in graphics, her interest in design and her need for spelling improvement.

STUDENT RATIONALE: My aim for this project is to better my understanding of Third Eye and to find other related fields because of my interest in mass media.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Because Third Eye is currently making a slide-tape of our school, Brenda Lou will begin working with the staff at this stage of the production (approximately half-way). On Wednesday, October 10, she will sit in on sound recordings at school and participate as much as possible.	Donald Crenshaw (CI) Recording equipment Script	1. Brenda Lou will (a) prepare a list of the ways she actually participated and/or assisted in the recording and (b) discuss with her CI the following aspects of the recording session: • equipment used • methods used to help the speakers feel comfortable • comparison of estimated time needed to record as opposed to actual time that the recording took • process of script preparation (prior to recording)

436

Continued

Community instructor certification

437

(Project Sample Number CD 10 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. After the recording session, Brenda Lou will accompany her CI to the recording studio where she will observe and participate anywhere possible.	Recording studio Community instructor Equipment manuals	2. CI certification of attendance and participation. <u>Community instructor certification</u>
3. As an exercise in the application of basic math skills, Brenda Lou will do a simulated cost analysis for a potential slide-tape production. For the purposes of negotiation, she should ask her community instructor to be the client.	Cost analysis forms Community instructor	3. Turn in completed and certified cost plans. <u>School staff certification</u>
4. Since the major part of this project will be observing and assisting in a multimedia production, Brenda Lou will keep track of all the steps in the process and prepare a comprehensive visual presentation that describes each step. This will include identification of each aspect of involvement from the first sales call to the final presentation of the finished product. 423	Third Eye Production Studio	4. This major finished product should communicate an accurate and detailed picture of the entire production process. One way to do this activity would be to construct a skeletal outline first and fill in details as each step is experienced throughout the duration of the production. The visual presentation will be evaluated by the community instructor for accuracy and by the school staff for format, spelling, etc. <u>Community instructor certification</u> <u>School staff certification</u> 429

Continued

ACTIVITIES	SUGGESTED RESOURCES (Project Sample Number <u>CD 10</u> Continued)	PRODUCTS/CRITERIA (Specify criteria during negotiation)
5. To assist Brenda Lou in writing accurate and professional descriptions for Activity 4, she should keep a written log of new vocabulary words she encounters.	Community instructor Technical texts and other recommended books <u>Producing Multi-Image Presentations</u>	5. Keep a list of the words and descriptions and make sure that each is used at least once in the written descriptions used in your visual presentation.
6. During the experience at Third Eye, Brenda Lou will write a weekly journal to Donald Crenshaw. In this journal she should keep a log of her involvement and experiences, record her personal reactions, feelings, frustrations, satisfactions, etc. Hopefully her CI will respond in kind. At the close of her time with Third Eye, Brenda Lou should make an appointment with her CI to discuss her experiences as recorded in the journal in order to elicit meaningful guidance.	Donald Crenshaw (CI) Journal notebook	6. Journal to be submitted weekly to CI and then turned in with the project. If you want to maintain its confidentiality, ask your CI simply to certify its existence. <u>Community instructor certification</u>

Project Sample Number CD 11

STUDENT NAME Bonnie McEwan

LIFE SKILLS AREA Creative Development

PROJECT TITLE Waiting Table Can Be An Inspiration

COMMUNITY SITE/INSTRUCTOR The Royal Inn/Philip Beard

SCHOOL STAFF RATIONALE: Because Bonnie hopes one day to own her own small restaurant, she is especially interested in the creative design and development of a restaurant. This project will begin by looking at the role of waitress and progress toward total restaurant planning. Initially Bonnie will become knowledgeable about correct table settings and customer service. Her basic writing and math skills are fine, so in this project she will concentrate on scale drawings that are artistically creative as well as functionally communicative.

STUDENT RATIONALE: Someday I want to start a restaurant, but first I want to become the best waitress I know how to be. I want my restaurant to be unique, so I need to think about decorations and style and color and all that.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. The actual place setting is a major responsibility of the waitress. Get a broad perspective on this: a. Master place setting arrangements at The Royal Inn. b. Look through magazines and select five different place settings that would fit in at The Royal Inn. Using these five ideas, create an original place setting design of your own and diagram it.	Public library Home and home decorating magazines Community instructor Graph paper The Royal Inn	1. a. CI certification that you have mastered the regular place setting arrangements at The Royal Inn. <u>Community instructor certification</u> b. Scale drawing of your original place setting, including a color code.

Continued

(Project Sample Number CD 11 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. Successfully serving people in a restaurant is dependent on personal qualities as well as acquired skills. a. Make a list of the ten most important personal qualities and the ten most important acquired skills for being a waiter/waitress. b. Put an asterisk by each one you need to work on and possibly initiate a project in the area of personal/social development. Have your self-assessment checked by your community instructor.	Community instructor Head waitress Personal experiences at restaurants and as a waitress	2. a,b. List of ten personal qualities and ten acquired skills most important for a good waitress, with asterisks where appropriate. Certification that your assessment is indicative of perceptive self-awareness. <u>Community instructor certification</u>
3. Now that you have given serious thought to place settings and etiquette and conduct for waiting on table, pretend that you are in charge of training a new crew of employees. Using your experiences and the information you've gathered, develop a training model for orienting new employees. As you write this out as an orientation session, include such things as dress code, attitude, proper and improper conduct, importance of teamwork, etc.	Royal Inn personnel officer Community instructor Employees at Royal Inn	3. Plans for orientation sessions written out in such detail that someone else could conduct training from them.
4. With the assistance of other waiters/waitresses at The Royal Inn, arrange the small dining room for a formal buffet. 411	Community instructor Waiters and waitresses Banquet room	4. Certification that you can arrange for a buffet both efficiently and decoratively. <u>Community instructor certification</u> 415

Continued

ACTIVITIES	(Project Sample Number <u>CD 11</u> Continued) SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
5. Now start planning your "ideal" restaurant. Because it can be difficult to communicate a creative idea in its early stages, you should try to get your thoughts out in several different ways: a. Diagram the floor plan of the entire restaurant. b. Create a collage to convey the feeling of the place. c. Tape-record a narrative to accompany the diagram and the collage.	Public library Interior decorating books Community instructor Graph paper Old magazines and glue Tape recorder	5. a. Scale drawing of the entire floor plan with a key to the commonly used symbols. b. Collage that successfully conveys your feelings. c. Taped narrative that fills in any ideas, details, feelings, etc. that weren't communicated by the diagram or the collage. Certification of clarity and imaginative use of materials. <i>School staff certification</i>
6. Using your calligraphy skills, design a menu for your restaurant. Have your CI check it for reasonableness of prices and kitchen/serving logistics.	Community instructor	6. Menu design to be turned in with your project.
7. Arrange for a formal discussion with a school staff person during which you discuss the ways in which designing, creating and owning a restaurant will be a meaningful outlet for your creative expression.	School staff	7. Staff certification of productive discussion. <i>School staff certification</i>

APPENDIX A

Two Plant Growing Projects for Students With Different Basic Skills Needs

The sample individually negotiated projects that follow were written for two students whose basic skills abilities and needs were very different. They are included here to show how the same interest area, topic or theme can be used as a central focus for projects substantially different in complexity and degree of challenge.

STUDENT NAME Sam Carter LIFE SKILLS AREA Science

PROJECT TITLE Growing Your Own COMMUNITY SITE/INSTRUCTOR Tri-Way Feed & Seed/Ann Gardner

SCHOOL STAFF RATIONALE: Sam is a budding writer with career aspirations in art, publishing or writing. He is a good student able to work well independently and accustomed to spending time on his own. He needs more people contact! This project is designed to apply his solid writing ability to a science activity which will not only get him out in the community but encourage him to share the results of his work with others.

Starting Date	<u>2/16/76</u>
Target Date	<u>4/27/76</u>
Date Received	<u>4/28/76</u>
Completion Date	<u>5/7/76</u>

STUDENT RATIONALE: I agree--I like to write and I'm not particularly comfortable meeting people. But I don't fancy being a hermit, either, so this project seems reasonable to me.

PROJECT EVALUATION: Sam, I am really pleased with your work in this project. As always your writing is a pleasure to read. (What would I do for project-reading entertainment without you?) You deserve special kudos for being well-organized and painstakingly scientific in your approach to the activities and for your composure during your people contacts. As you make more public presentations in your next projects (that's a teaser!), you can work on using your planning and organizational skills to improve your public speaking ability.

RECOMMENDATIONS:

Appendix A
Sample 1

ACTIVITY 1 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. Getting into the scientific method a. Review the scientific method; restate that process in your own words. (Sam, I know you did this in your predesigned project, but that was three months ago. So this is both for review and to have you state the scientific method interestingly in your own words.) b. Provide your own working definition of the science-related words on the attached list (Attachment I).	Science text books Predesigned science project School staff Printed materials in the school library Dictionary School staff Community instructor Attachment I	1. a. A one-paragraph statement, in your own words, of the scientific method, to be checked for accuracy of information, spelling and punctuation. . or A chart or diagram, to be explained to your school staff, which demonstrates the step-by-step application of the scientific method. b. One-sentence written definitions, in your own words, of the list of terms (Attachment I).
SCHOOL STAFF EVALUATION: 451 452		

ACTIVITY 2 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
2. Learning about how plants grow a. Learn the different aspects of the growth cycle through reading and investigation. b. Learn the major factors or variables which influence plant growth. c. Learn vocabulary necessary to understand growth cycle and factors influencing plant growth.	Library Science texts Garden books School staff Community instructor	2. a. Visual representation (drawing, diagram, etc.) illustrating the life cycle of plants. b. One-page written explanation to be evaluated for paragraph development, correct punctuation and general stylistic readability. c. Written list of vocabulary words and definitions.
SCHOOL STAFF EVALUATION: 453 454		

ACTIVITY <u>3</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
3. Using community resources to plan a mini garden a. Select a plant (vegetable or flower) to be used in this activity and Activity 4. b. By telephoning, talking to people and/or other means, find out where in the community a person can go to find out the following things about planning a garden: • local growing conditions (climate) • water, fertilizer, soil and light needed for this particular plant • insects and disease problems common to this plant and their treatment c. Using these resources, gather the above information for the plant you have selected.	Local garden shops County extension agent University extension agent	3. a. Plant to be used: _____ b. List of private businesses, public agencies and other resources, together with a brief summary of their services, to be submitted to staff person responsible for community resources. This list should be compiled in such a way as to become a useful addition to the school's permanent community resource files. _____ <i>School staff certification</i> c. Brief description, in the form of a list, chart or narrative. _____ <i>School staff or community instructor certification</i>
SCHOOL STAFF EVALUATION: 455 456		

ACTIVITY 4 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
4. Applying knowledge of plant growth and the scientific method. a. Establish a recordkeeping system for these activities and record each of them as you do them. b. Select two completely different environments to grow two different plants of the type you have chosen. c. Draw up a schedule for each of the two plants in terms of how often you will water and fertilize. d. Pose an hypothesis about what you expect to happen with the two plants. e. Observe their growth over a two-month period and take weekly photographs showing growth of each plant. f. Evaluate the results and check them with your original hypothesis.	Plant books Community instructor School staff Camera Personal recordkeeping system	4. a.-f. A well-written hypothesis, notes of procedures and observations, weekly photographs and final evaluation remarks.
SCHOOL STAFF EVALUATION: 457 458		

ACTIVITY 5	Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
5. Making the results useful to others a. In a discussion with school staff or community instructor, review results of your experiment and explain what you have learned about community resources and the growing of plants. b. Based on what you have learned and the above discussion, write and illustrate a pamphlet that other students might be able to use in starting their own gardens. The pamphlet should include information on resources where they can get help, local growing and planting seasons and general instructions for going about planning and planting a garden.		Plant books Community instructor School staff (newspaper advisor, science teacher)	5. a. Discussion held. _____ <i>School staff or community instructor certification</i> b. Well-organized, typewritten, attractively formatted and illustrated pamphlet.
SCHOOL STAFF EVALUATION:			

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WORD LIST

Provide a working definition, in your own words, of the following list of science-related terms.

1. Systematic behavior _____
2. Critical thinking _____
3. Logical methods _____
4. Cause and effect _____
5. Precision _____
6. Accuracy _____
7. Self discipline _____
8. Statistics _____
9. Self control _____
10. Effective relationships _____
11. Initiative _____
12. Decision making _____
13. Goal setting _____
14. Coping with stress _____
15. Self esteem _____

STUDENT NAME Lynn Metzger LIFE SKILLS AREA Science

PROJECT TITLE To Grow or Not to Grow COMMUNITY SITE/INSTRUCTOR Tropifloria/Herb Green

SCHOOL STAFF RATIONALE: Lynn's basic skills--particularly her math and written communications--are not what she would like them to be. They caused her particular difficulty in her science pre-designed project, in which she had trouble computing and expressing her findings systematically. This project will give Lynn some more experience in applying the scientific method by investigating conditions that affect the germination and growth of seeds, an activity in which she is interested. Throughout, emphasis will be given to accuracy and precision in basic skills practice.

STUDENT RATIONALE: I have a lot of plants at home, but I've never tried to grow anything from seed. So that should be interesting. Also, I want to try to do better on my basic skills in this project, because it's getting a little embarrassing.

PROJECT EVALUATION: Lynn, this is so much better than your last project. Congratulations and hurrah! Your basic skills work is really excellent. It's correct, as we discussed, but more than that it shows me that you really understand what you are doing, particularly with the math. We can plan your next project to carry on with more writing and computation practice as a solid follow up to this one.

RECOMMENDATIONS:

Starting Date	<u>10/15/76</u>
Target Date	<u>11/26/76</u>
Date Received	<u>11/26/76</u>
Completion Date	<u>12/11/76</u>

Appendix A
Sample 2

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ACTIVITY <u>1</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. Set up a log, journal or other system for recording your experiments on how light, water and planting depth affect seed germination. Make columns for: ● description of the experiment ● your hypothesis as to projected results ● planting date ● type of seeds planted ● planting depth ● light conditions ● watering schedule ● germination date ● number of days to germinate	School staff Community instructor Science books	1. A neatly handwritten or typewritten recordkeeping system with space for recording the necessary facts about the experiment. _____ Science teacher or community instructor certification
SCHOOL STAFF EVALUATION: 404 405		

ACTIVITY 2 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
2. The effect of light on seed germination and growth a. Before beginning b, c and d below, formulate an hypothesis as to which of the three conditions will make the seeds sprout and grow best. Record this in your recordkeeping system. b. Plant six seeds, cover with moist dirt one inch deep and record how many days until they come through the ground. Observe for ten days and record growth. c. Plant six pea seeds under moist soil one inch deep. Cover the soil where the seeds are planted with a board about 6 X 12. Observe the soil and record how many days it takes for the plants to break through. Then leave the board over the plants and record their growth for ten days after they sprout. d. Plant six seeds same as in activity c, but take the board off after they come through the ground. Observe for ten days and record growth.	Ground Seeds 6 X 12" board Plant books School staff Community instructor	2. a.-d. Appropriate entries in record-keeping system set up in Activity 1.
SCHOOL STAFF EVALUATION:		

ACTIVITY 3	Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
3. The effect of moisture on seed germination and growth a. Before beginning b, c and d below formulate an hypothesis as to which of the three conditions will make the seeds sprout and grow best. Record this in your recordkeeping system. b. Plant six seeds one inch deep in moist soil. Place a transparent sheet of plastic over the seeds, propped up slightly to allow growth. Observe and record how many days it takes the seeds to sprout and how much they have grown at the end of ten days. c. Plant six seeds one inch deep in moist soil. Place a transparent sheet of plastic over the seeds. Observe and record how many days it takes the seeds to sprout. Remove plastic. Record how much they have grown at the end of ten days. d. Plant six seeds one inch deep in dry soil. Observe and record how		Ground Seeds A piece of transparent plastic Plant books School staff Community instructor	3. a.-d. Appropriate entries in record-keeping system set up in Activity 1.
SCHOOL STAFF EVALUATION:			

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ACTIVITY 3 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
3. d. (cont.) many days it takes the seeds to sprout and how much they have grown at the end of the ten days.		
SCHOOL STAFF EVALUATION: 470 471		

ACTIVITY <u>4</u>	Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
4. The effect of planting depth on seed germination and growth a. Before beginning b, below, formulate an hypothesis as to which of the three conditions will make the seeds sprout and grow best. Record this in your recordkeeping system. b. Plant six seeds one inch deep in moist soil, six more seeds two inches deep in moist soil and six more seeds three inches deep in moist soil. Keeping the soil moisture constant throughout the experiment, observe and record how long it takes each group of seeds to sprout and how much they have grown after ten days.		Ground Seeds Plant books School staff Community instructor	4. a.-b. Appropriate entries in record-keeping system set up in Activity 1.
SCHOOL STAFF EVALUATION: 472 473			

ACTIVITY 5 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
5. Summarizing and reporting findings a. Using the records you have kept on Activities 2, 3 and 4 summarize and report your findings as to how the germination and growth of seeds are affected by variations in light, moisture and planting depth. b. Compare your findings with your original hypothesis for each activity. c. Explain how your experiment followed the major steps in the scientific method of inquiry.	Your recordkeeping system Plant books School staff Community instructor	5. a. Some visual representation (chart, graph, drawing, etc.) of the different germination and growth rates of each set of seeds. This product will be evaluated on neatness, precision, accuracy and ease of understanding. b. A one-page summary of the effects of the three variables (light, moisture and depth) on germination and growth rates of seeds, comparing what you actually observed during the experiment with what you had predicted in your original hypothesis. This summary will be evaluated for spelling, punctuation, capitalization and sentence structure as well as coherency. c. Verbal explanation to school staff. _____ <i>School staff certification</i>
SCHOOL STAFF EVALUATION: 474 475		

APPENDIX B

Sample Student Profile and Three Successive Projects for One Student

The following projects are included to demonstrate how a student and staff person negotiate project activities on the basis of the student's assessed and expressed skills and interests as recorded on the Student Profile form. The first two projects were designed for the same community site. The third project, written for a different site, builds on the student's earlier experiences.

These samples also give an idea of how staff use the "Recommendation" and "Evaluation" sections of the project form to guide the student.

STUDENT PROFILE

Student Marc Peters

CAREER ASSESSMENT:

Date 9/75

Interest Tests: Now in his second year in the program, Marc is still not at all sure what he wants to do.

He is interested in looking at professional machinist and automotive machines. He also would be interested in investigating trades in construction and machinery. Marc has definite college aspirations to the point of having made a tentative choice of Southern Tech Institute. We hope that he will get a chance to investigate this school as well as other state schools. Marc is serious about developing people-dealing skills and he will work extensively in this direction next school year.

BASIC SKILLS ASSESSMENT:

Date 10/75

Test Results and Interpretation: Results of the Comprehensive Test of Basic Skills (CTBS) and evaluation from last year indicate that Marc is a very capable and intelligent young man.

He has outstanding skills in the area of reading and mathematics and he should be encouraged to continue to develop his skills in these areas. As he intends to make application for college next year and take his SAT test, a specific activity might call for Marc to review math and reading activities and vocabulary strengths. Based upon the above information it is highly recommended that Marc be encouraged to involve himself in enrichment activities this year, not only on job sites and in career interests, but in various specialized academic pursuits as well. He should be encouraged and motivated toward a high development of his skills, and some strong monitoring and supervision by staff and community instructors this year should help to accomplish that. While Marc is very capable, and by all assessments very intelligent with above average skills, he nonetheless needs encouragement to further improve these skills.

LIFE SKILLS/LEARNING STYLE ASSESSMENT:

Date 10/75

Interview and Comments: Marc has an extra amount of work to do this year, because of extreme procrastinating last year. His major difficulty lies in the area of time management and initiating staff contact. Although he is very bright and certainly capable, he is going to have to learn to challenge himself and use his full potential without constant external motivation. He now responds very quickly to positive reinforcement and he still needs to experience success at short intervals. We need to hold him firmly to high expectations and gradually increase the intervals between the urging and encouraging in order to strengthen his inner direction. Marc still needs to take more time and serious concern for improving the overall quality of his writing skills.

STUDENT NAME Marc Peters LIFE SKILLS AREA Science
PROJECT TITLE Materials Lab Tests COMMUNITY SITE/INSTRUCTOR Building Blocks Laboratory/
Bill Purcell

SCHOOL STAFF RATIONALE: Marc's interest in the field of science has led him to this learning experience at Building Blocks Laboratory. In this project he will put into use the basic processes of scientific investigation from the initial statement of a problem through formation of hypothesis, testing and writing up a final technical report. Throughout these activities Marc will be advised of and held to the standards acceptable to an employee at Building Blocks Laboratory. Because this kind of lab work demands precision and technical writing Marc will be challenged to slow down and pursue accuracy and neatness in his written documents.

STUDENT RATIONALE:

From this project I hope to improve my research skills and help discipline myself to stick to a hard job.

Starting Date	<u>1/6/76</u>
Target Date	<u>3/5/76</u>
Date Received	<u>3/12/76</u>
Completion Date	<u>3/12/76</u>

PROJECT EVALUATION: Marc, you did it; you finally did it! This project is a demonstration of your ability to be punctual, responsible and systematic! (When you choose to!) Your lab notebook is a beautiful example of incredibly challenging scientific inquiry handled in a professional manner. All year I've been complaining about how haphazard much of your own work is; this notebook is evidence of your potential. Use it! As I indicated on the evaluation for the last activity, you have a very effective writing style which can become quite sophisticated and adaptable with some refinement.

RECOMMENDATIONS: Use your final essay as a model of quality writing. Your outline seemed to be especially helpful--remember that as you do more writing, especially in college.

Appendix B
Sample 1

ACTIVITY 1	Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. To gain some preliminary experiences in lab procedures you will learn to conduct two or three basic tests on the following materials: • limestone • asbestos • mica • sand plaster	Community instructor Materials and equipment at site	1. a. Write a very brief summary of each test, with a description of the materials and type of test administered. b. Make a list of all the standard lab equipment used in this activity, as well as other lab equipment that will be used throughout the learning level. Be sure your descriptions are accurate and complete. Community instructor certification Spelling and format will be evaluated by the school staff. School staff certification	
SCHOOL STAFF EVALUATION: Your descriptive summaries of each test are very neatly done. Your careful format for presenting this information is impressive; you would profit from applying this same degree of care in other areas of work that you do. These are good descriptions of the lab equipment and the diagrams really facilitate understanding; they are quite readable and visually pleasing.			

ACTIVITY 2	Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. To further your understanding of basic lab procedures, your community instructor should give you a formula for a joint compound. You'll prepare the compound a number of times, each time leaving out one ingredient in order to see what special properties that ingredient has. Each time you will need to carefully document these special qualities. During this activity you'll become familiar with the following: • math (metric system, measuring, weighing) • equipment (scales, standard lab equipment)	Joint compound mixtures Standard lab equipment Metric conversion scales	2. a. Have your community instructor certify that you can accurately work with the metric system and the necessary precision lab instruments. <u>Community instructor certification</u> b. After each compound mixture write down your observations and conclusions in a form acceptable to Building Blocks Laboratory professional standards. Have this certified by your community instructor and turn it in to the school staff. <u>Community instructor certification</u>	
SCHOOL STAFF EVALUATION: Community instructor certification accepted. Your written observations and conclusions not quite as neat as those in Activity 1; they should be better organized and more detailed.			

ACTIVITY 3 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
3. Because you have expressed a serious interest in science and you will be conducting tests that may provide valuable information for the company, it is necessary that you be able to accurately state the problem with which you are working: searching for a combined filler (joint cement) with good working properties and economic advantages. The entire issue should be discussed with your community instructor and then put into written form as the initial entry into a lab book where you will keep a regular log of all lab work. This problem statement should include some historical background.	Site people, materials and equipment	3. Your community instructor will certify that your statement of the problem indicates complete understanding of the problem as well as the ability to express it in writing. <i>Community instructor certification</i>
SCHOOL STAFF EVALUATION: Your statement would have been easier to read if you'd slowed down a little and if you had written it in ink. What you've said, however, is a very clear description of the problem on which you worked. Community instructor certification accepted. 485 486		

ACTIVITY 4 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
4. Now that you are proficient in the Building Blocks Laboratory lab procedures and have a good general understanding of the problem you're trying to solve, you're ready to start the entire four-part scientific process: • test samples • record keeping • write technical report • do economic problem study Each of these will be an activity in itself, the final one being a potential second project. Discuss the following with your community instructor: • the necessity of following precise scientific procedures • the concept and importance of quality testing • the use of quantitative type tests	Community instructor Written materials recommended by community instructor	4. Your community instructor will certify your ability to discuss the listed ideas and ask appropriate questions. <i>Community instructor certification</i>
SCHOOL STAFF EVALUATION: Community instructor certification accepted. You can see how very important quality control is in the scientific method. 487 488		

Planned completion ACTIVITY 5 date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
5. As you test samples, you will conduct quality tests on: • <u>viscosity</u> using the Braebender • <u>bend</u> under various conditions (humidity, dry, cold, etc.) • <u>crack resistance</u> • <u>ease of sanding</u> You'll also conduct subjective tests for: • ease of flow • smoothness • freeze and thaw stability • other	Braebender and other lab equipment	5. As you conduct each of these tests, you'll keep a careful record of all results (see Activity 6!) but the product for Activity 5 will be a cumulative vocabulary list of all the new words you've encountered during this project. You should be able to use and spell each word accurately. Proper use will be certified by community instructor. <i>Community instructor certification</i> Proper spelling will be certified by school staff. <i>School staff certification</i>
SCHOOL STAFF EVALUATION: Your vocabulary list is fine, Marc. You've shown that you can now use these technical words accurately.		

ACTIVITY 6 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
6. As you conduct all the tests in Activity 5 you'll make daily entries in your lab book noting formulas used, tests and procedures, results and conclusions. Your early entries should be reviewed by your community instructor for form and content.	Lab book Site resources	6. Community instructor will certify that you understand and can explain the reasons for keeping an accurate and detailed daily record of events in the lab procedures. <i>Community instructor certification</i> Submit completed lab book after it has been certified by community instructor. <i>Community instructor certification</i>
SCHOOL STAFF EVALUATION: Community instructor certification accepted. Good descriptions of the tests. Of course I can't understand what all your technical records mean, scientifically, but I can see that each test was very carefully and neatly documented. 491 492		

ACTIVITY 7 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
7. After all tests are completed a final technical report must be written. This is a concluding statement of what was done, results and recommendations for marketing and/or further research. There are samples of such reports on file that you should read and refer to before writing yours.	Technical reports on file at community site Community instructor	7. The criteria for evaluating this technical report will be decided on by you and your community instructor, and written below: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ (Marc, this is your chance to demonstrate an understanding of the total project, effectively explaining in writing what has been done. Grammar and spelling are extremely important and will be considered in evaluation.)
SCHOOL STAFF EVALUATION: Your technical report demonstrates total understanding of your investigation as well as a fine command of report format. Your community instructor's evaluation indicates that you were able to grasp the idea of a technical report easily after reading some of the company's previous reports.		

ACTIVITY <u>8</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
8. The final activity for this project will be for you to write a 2-3 page essay discussing the following: • What you learned during this project about scientific procedures and about your interests. • How easy or difficult it was for you to meet the time commitments required. • How you fared being involved in very precision work. • Whether or not scientific research such as this is something you'd like to pursue.	Everything done during this project	8. Essay to be shown to community instructor and submitted to school staff. Will be evaluated on the following criteria: • general format (inkl) • spelling and grammar • organization, i.e., introduction with a well-structured train of thought progressing to a logical conclusion. <i>Community instructor certification</i>
SCHOOL STAFF EVALUATION: This essay is the best writing of yours that I have read. It is well-organized and it very clearly expresses your opinions. You do have a nice relaxed writing style, Marc; develop it and college will be an enjoyable challenge for you. This activity has shown what an excellent job you can do with the process of rough draft to proofreading to final revised draft.		

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STUDENT NAME Marc Peters LIFE SKILLS AREA Personal/Social Development
PROJECT TITLE Organizational Management:
Development of Style COMMUNITY SITE/INSTRUCTOR Building Blocks Laboratory/
Roy Laker

SCHOOL STAFF RATIONALE: Marc wants to learn more about the management side of Building Blocks Laboratory. In addition to the personnel aspects of the company, Marc will do some general preparatory activities in the areas of writing objectives and vocabulary development. He'll also gather some useful information by compiling a bibliography and listening to a set of Building Blocks tapes on management. As a culminating activity for this project, Marc's community instructor will put together and administer a final test of management situation problems. Throughout this project and in preparation for another, Marc will apply this information to the development of his own management style.

Starting Date 2/24/76
Target Date 4/1/76
Date Received 4/1/76
Completion Date 4/12/76

From this project, I hope to realize how different some management styles are from others and to attempt to develop my own.

PROJECT EVALUATION: Marc, both your projects at Building Blocks show that you've put in serious, hard work. One of the things you've had to continuously confront was how a manager motivates his/her employees; I've seen more motivation from you since you went to B.B. than ever before. Keep it up. Throughout this project you've demonstrated your ability to grasp concepts and use your generalizations to draw conclusions. This is an extremely important skill for a college-bound student.

RECOMMENDATIONS: As you pursue your next project, try to keep in mind as much as possible from this project.

Appendix B
Sample 2

ACTIVITY <u>1</u>	Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. Before Marc gets very involved in this management project, he needs to gather for himself a strong background of basic information. One obvious way to begin this is to compile a bibliography of management related books and articles. He should then review it with his community instructor for suggestions concerning selected readings.	Community instructor BB library materials School staff Public library	1. a. Complete bibliography of books and articles in proper format with stars by those selections that your community instructor feels you should read. b. Discussion of readings with your community instructor. <i>Community instructor certification</i> c. Brief written summary of the main points of each piece that you read.	
SCHOOL STAFF EVALUATION: Your bibliography form is almost correct, but not quite. The books should always be listed alphabetically according to the author's last name. Your brief annotations are very good because they give a clear and concise idea of what's to be found in the book. CI certification accepted.			

499

500

ACTIVITY 2 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
2. Building Blocks has a series of tapes on different aspects of management and supervision. Marc will listen to these independently and take notes on those parts that seem useful.	BB tapes on management	2. Informal notes should be headed with the complete title of each tape. Each set of notes should be concluded with a statement clearly summarizing the main point.
SCHOOL STAFF EVALUATION: You take really complete notes, but there are times when maybe you should abbreviate more so you could speed up and get down more information. Your summary statements--where are they? Come see me!		

ACTIVITY 3 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
3. After doing some initial reading and listening to the tapes, Marc will be exposed to a new vocabulary of words related to management. Throughout the project he will keep a list of words and definitions, thereby establishing a working knowledge of these relevant words.	Community instructor Dictionary Management readings and tapes	3. Vocabulary list of management related words spelled correctly with definitions certified for accuracy by the community instructor. <i>Community instructor certification</i>
SCHOOL STAFF EVALUATION: You selected excellent words; they seem to be among the most relevant and useful. From your independently written definitions, I can see that you have acquired a conversational use of these words. CI certification accepted.		

ACTIVITY <u>4</u>	Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
4. a. The process of setting objectives for your staff is a crucial aspect of an efficient work place. Marc's community instructor has material from a previous management training program that Marc should read and then discuss. He also should scan the book <u>Management by Objective</u> , by Peter Drucker.		<u>Management by Objective</u> Community instructor Personnel office manager	4. a. Community instructor will certify that Marc understands the significance of management by objective. <u>Community instructor certification</u>
b. Following the above readings and discussions, Marc should be able to write some useful objectives for Building Blocks personnel.			b. Community instructor will certify that Marc has written at least five useful management objectives. Share these objectives with the school staff after certification. <u>Community instructor certification</u>
SCHOOL STAFF EVALUATION: CI certification accepted. I realized that this is a very complex area in which to find yourself, but you seem to have a good basis for understanding. Although the objectives you wrote may not make your company a group of multi-millionaires, you'll develop a strong team of competent people.			

ACTIVITY 5 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
5. A significant part of the management process is understanding what motivates a person in a professional setting. After listening to the tape on motivation, Marc will make a list of the major motivating factors and then discuss these perceptions with various people in management positions.	"The Tough-Minded Management" tape Management personnel	5. A list of major motivating factors followed by a summary of the discussion with management people. (This entire product can be recorded on tape.)
SCHOOL STAFF EVALUATION: You have an excellent understanding of what motivates people and how this fits into the organizational structure. It was good that you compared two other people's ideas, because this gives you a broader and more realistic perspective.		

ACTIVITY <u>6</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
6. Concerning supervision, a manager has to be able to handle written communications with facility in the areas of reports from staff and reports to a supervisor. Marc will observe and participate in the process of reading and interpreting reports from personnel and then in turn create a composite report for a superior that highlights activities in addition to a general overview.	Community instructor Sample reports	6. a. Community instructor will certify that Marc can read and analyze personnel reports. _____ <i>Community instructor certification</i> b. Assuming the role of manager Marc will write his own report to the superior and then compare his with his community instructor's. Criteria to be negotiated with community instructor and written below. _____ _____ _____ _____ _____ _____ _____
SCHOOL STAFF EVALUATION: As your CI indicated, you wrote an excellent monthly report showing that you as manager know exactly what is being done by every one of your employees. You can see how important it is to be aware of everything that is going on at all times.		

ACTIVITY 7 <u>Planned completion date</u>	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
7. a. Marc will compile a list of hypothetical problems with which a manager may have to deal. b. After this list is written he will review it with his community instructor who will create a test that will require Marc to demonstrate his skills and understanding of managerial roles and responsibilities. This final list of management situation problems will be a statement of Marc's management style. c. After completing the test Marc and his community instructor will review it, resulting in a final evaluation of "Marc as Manager."	Community instructor Management test	7. a. Written list of at least six potential problem situations. b. Completed test to be evaluated by his community instructor <i>Community instructor certification</i> c. Community instructor's written or taped evaluation of Marc.
SCHOOL STAFF EVALUATION: You performed extremely well on this test, Marc. Your work shows that you've grasped the major important attributes of a management position. You should be proud of this evaluation your CI wrote; it attests to your ability to make use of general information and human sensitivity to solve specific problems.		

STUDENT NAME Marc Peters LIFE SKILLS AREA Creative Development
PROJECT TITLE Restaurant Chain Management COMMUNITY SITE/INSTRUCTOR Black Cow Restaurant/
Jo Ann Blakey

SCHOOL STAFF RATIONALE: Marc is currently involved in two projects at Building Blocks including one that is designed to introduce him to the world of personnel management and the development of a personal management style. His demonstrated commitment to his after school job at the Black Cow Restaurant lends credibility to his stated interest in managing such a restaurant. This project will encourage him to apply his newly acquired knowledge of management skills to the restaurant business. Already this year Marc has shown tremendous improvement in the quality of his written work. In this project he will

STUDENT RATIONALE:

be further challenged to design strategies for training personnel. Writing skills in this project will be of a descriptive nature, emphasizing clarity and brevity.

I want to get the basic knowledge and insight of large chain restaurant management.

Starting Date	<u>3/19/76</u>
Target Date	<u>5/1/76</u>
Date Received	<u>5/1/76</u>
Completion Date	<u>5/1/76</u>

PROJECT EVALUATION: Marc, your responses on this project indicated that you have the qualities necessary for a sensitive and firm manager. The combination of these two qualities is important for an efficient work place. I like the way you applied to this project a lot of what you learned at Building Blocks Laboratory. Your ability to transfer these skills and knowledge is a very useful and productive one. Good work, Marc.

RECOMMENDATIONS:

Remember who your resources are when you really do go into management. You've already established some valuable contacts and you can keep learning from them.

Appendix B
Sample 3

ACTIVITY <u>1</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. In order to clearly set the stage for this project, list and define all the responsibilities, both major and minor, of a Black Cow manager. With this information, write a detailed job description.	Current manager Your past experiences at Black Cow	1. Job description that could appear on an employment office bulletin board.
SCHOOL STAFF EVALUATION: This is an excellent list of managerial duties and responsibilities, Marc. It looks complete and your descriptions are especially good; they give a relatively uninformed reader a very clear picture of what the manager does. 515 516		

ACTIVITY 2 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
2. a. Since you have worked at the Black Cow, there has been a change in management. In this activity you will compare the professional styles of these two managers, using specific examples to back up all statements. b. After you've given careful consideration to different management styles, you need to think about how these differences directly affect the operation of the business. Based on your observations and gathered information list the significant elements of style and then list the most likely effects of each.	School staff Experiences at Black Cow and Building Blocks Laboratory	2. a. Written comparison of two management styles experienced at the Black Cow. Remember that you are comparing professional style, and personal characteristics should enter <u>only</u> as they affect the work place. b. Comprehensive list of differences and resulting effects. Provide a "living example" for each one.

SCHOOL STAFF EVALUATION: This is a very well-organized essay about management styles and how they affect the work place. You made perceptive judgments about how managers operate differently and how your beliefs fit in with the whole picture. Although you didn't follow our original product requirements, our negotiated changes for an essay turned out to communicate the information quite effectively. You've done an admirable job getting all the information down in a clear and brief style without rambling.

ACTIVITY <u>3</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
3. Since you have by now had an in-depth introduction to management by objectives, I'd like you to apply this information and write some hypothetical objectives for each position at the restaurant. As you write these be creative in your writing style as well as in your specified requirements.	Community instructor at Building Blocks Laboratory <u>Management by Objectives</u> (Peter Drucker) Management course at community college	3. Submit objectives to your CI; to be evaluated on the basis of their creativeness and potential effectiveness. <u>Community instructor certification</u>
SCHOOL STAFF EVALUATION: If all your objectives were carried out, you would have an extremely efficient restaurant. Your CI's comment that they should be stated more positively is a useful one. It's always better to initiate a contact like this on a positive level.		

ACTIVITY <u>4</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
4. After writing these real objectives for these real positions at the Black Cow, I'd like you to design a complete training orientation session for your employees. Some questions to consider are: • What would you as a manager want to tell your employees about your expectations? • How would you motivate your employees to do the best job possible? • What effect do you think your style will have on employees?	School counselor School orientation agendas Building Blocks personnel manager	4. A clearly laid out orientation design that includes a detailed description of all activities. This should be done in the form of a chart or time line with accompanying narrative.
SCHOOL STAFF EVALUATION: Your description of the orientation session reads like a statement of your attitudes rather than actual activities. The way you describe your own behavior and method of dealing with your employees indicates that you are quite in tune with your role and position of influence. Nevertheless you should be able to design a more information-giving orientation session so that employees have a clear concept of company policy to integrate with your management style and objectives.		

ACTIVITY 5 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
5. For a restaurant or any business to function smoothly, it is necessary for the employees to work together effectively as a team. What strategies can you design to encourage your staff to improve their ability to function as a team? Design at least three strategies to meet the goal of cooperative team work. Try to make these as creative and effective as you can. Feel free to consult informed sources before you make any decisions.	School counselor Building Blocks Laboratory community instructor Black Cow manager	5. Description of three strategies that would fit in with your management style. For each one, first describe the goal of the strategy and then how you would implement it.
SCHOOL STAFF EVALUATION: Your strategies for promoting effective team work are a good start at figuring ways to work as a productive manager. You've included both professional and social techniques and that's a good bet for general morale purposes.		

ACTIVITY <u>6</u>	Planner/ completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
6. Below are three hypothetical situations that could potentially occur at the Black Cow. Describe how you as manager would handle each situation: a. One employee accomplishes his job and meets all the objectives you've set for him, but his attitude is slightly negative. He isn't friendly to his co-workers and although he listens to you he generally is aloof and appears as if he doesn't really care. What will you do and how will you do it? b. On your staff are two waiters who don't get along. They both are competent workers and are quite compatible with everyone else on the staff, but they simply can't work together and it is beginning to affect their performance. How will you handle this one? c. You have a notion that staff morale is quite low; it's just a feeling, but a fairly strong one. How do you attempt to substantiate your thoughts and how do you approach your staff about this matter?		Building Blocks Laboratory personnel manager Black Cow manager	6. a.-c. Taped response to each hypothetical situation. The tape should include a clear statement of the problem situation followed by your confidently articulated response.
SCHOOL STAFF EVALUATION: Your responses to these hypothetical situations are good, but too general. You need to be more specific than "shape up," which could mean anything and then there is no way for you to hold the employee accountable to your needs.			

APPENDIX C

Three Projects Showing Basic Skills Development for One Student

The following three projects demonstrate staff/
student negotiation of project activities designed
to improve the student's skills in specific areas
noted on the Student Profile. Staff evaluation
comments help to guide the student in subsequent
projects.

STUDENT PROFILE

Student Katia Hillary

CAREER ASSESSMENT:

Date 9/75

Interest Tests: Katia had some trouble with the Career Information System (CIS) questionnaire. Interpreting questions and making up her mind as to responses seemed to be hard for her. She expressed a knowledge and a willingness to work on a math basic skills project. The CIS questionnaire gave her a list of 32 occupations in response to the activity, but none of the listed job titles seemed compatible with Katia's current interests. This was due primarily to limited math ability and an expressed desire not to deal with copying and sorting activities. The five choices (nurse, photo, teacher, Fish and Game Management and Special Education) that Katia made from our active community site list showed a willingness to expand her interests. We will attempt to encourage her to continue to expand her interests and improve her math ability.

BASIC SKILLS ASSESSMENT:

Date 5/75

Test Results and Interpretation: Results of the Comprehensive Test of Basic Skills (CTBS) and the Individualized Learning for Adults (ILA) indicate that Katia demonstrated a good command of reading comprehensive and arithmetic concepts and application skills. Results of the assessments call for basic skill activities to be developed in projects and through activities on job sites. Encouragement should be given in developing skills around career development areas and activities of personal needs and interests.

LIFE SKILLS/LEARNING STYLE ASSESSMENT:

Date 10/75

Interview and Comments: By initiating her year's work in the summer prior to entry into the program, Katia demonstrated her motivation and ability to set realistic goals for herself. One of her major concerns is in the area of social service and she hopes to explore numerous related careers. Katia is quite verbal and effectively articulates her needs and interests. She appears to be an independent worker with a wide variety of interests and is prepared for a challenging year.

STUDENT NAME Katia Hillary LIFE SKILLS AREA Functional Citizenship
PROJECT TITLE Investigating Child Abuse COMMUNITY SITE/INSTRUCTOR Various community agencies/
Sister Mary Jones, R.N.

SCHOOL STAFF RATIONALE: Katia became interested in the subject of child abuse through a course last year at the high school and wishes to learn more during the summer months. A beginning focus for her investigation will be the State Nurses Association Conference on Child Abuse, June 11-12-13 at the Thunder Road Convention Center. After attending portions of the conference, Katia will do some selected readings, writing, vocabulary development and research on federal or state legislation. Although Katia's basic skills test scores indicated no specific areas of need her work to date demonstrates the necessity of

Starting Date	<u>6/12/75</u>
Target Date	<u>9/15/75</u>
Date Received	<u>10/19/75</u>
Completion Date	<u>10/19/75</u>

STUDENT RATIONALE: improving writing skills: complete sentences, spelling and paragraph construction.

I want to learn more about why parents abuse their children and what is being done about it. There might even be ways I could help.

PROJECT EVALUATION: Katia, now that you've finally completed all the activities in this project, it's a well documented piece of work. The conference you attended gave you a good background for understanding the readings you did. Also, you expressed your personal opinions well by backing them up with facts. Your final book review is good, Katia. Keep that model in mind as you continue doing book reviews next year and in the future. Good work.

RECOMMENDATIONS: Words to learn to spell: cope, defenseless, physically, involved, symptom, passed, frustration, discussed, variety, panel. Write each one five times, really concentrating as you do it, and I'll bet you never misspell them again.

Appendix C
Sample 1

ACTIVITY <u>1</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. Katia will attend the State Nurses Association Conference on Child Abuse to hear the keynote speech entitled "The Nature of the Child Abuse Problem" and attend panel discussions on "Role of Professionals in Dealing with Child Abuse in Rural Areas and with Minority Groups." Also, she will hear a panel discuss Parents Anonymous. During the sessions Katia will either tape or take careful and detailed notes.	Conference at Thunder Road Convention Center	1. Organized summary presentation based on tape and/or notes, in a form that clearly communicates the essence of what you learned. (Include with this product the tape or your notes.) Make sure all your sentences are complete and all words are spelled correctly. Proofread before you turn it in!
SCHOOL STAFF EVALUATION: Your summary notes give me a good idea what the organization and content of the conference was. Just out of curiosity I'd be interested to see the actual notes you took before re-writing them. Although you successfully conveyed the information, you need to proofread again for incomplete sentences and 3-4 spelling errors. Make an appointment with me and we'll go over the notes together.		

ACTIVITY <u>2</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
2. Katia will compile a bibliography of books and magazine articles on the subject of child abuse.	Local libraries Conference materials High school course materials English teacher State Nurses Association	2. Bibliography in correct format.
SCHOOL STAFF EVALUATION: You need to work some more on your bibliography form; it is different for books and magazine articles. However, they both should be listed alphabetically according to the author's last name. Come see me about this activity so we can go over it together.		

ACTIVITY 3 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
3. From her bibliography, Katia will select at least five specific magazine articles and at least one entire book to read. a. For the book, Katia will write a two to three-page book review that includes the evaluation criteria listed in the products column. b. For the magazine articles Katia will write a summary paragraph of each.	Bibliography from Activity 1 Public library University Medical School	3. a. Organized book review in ink or typed with the following parts: • a general introduction to the subject • a short summary of the author's message and point of view • comparisons and/or reference to some of the magazine articles (this kind of reference must include title of article and author) • statement of personal response or opinion • conclusion with recommendations for other readers b. A brief summary paragraph of each magazine article with an introductory and concluding sentence, complete and spelled correctly.
SCHOOL STAFF EVALUATION: Your book review began as a one-paragraph summary rather than a true review and I was amazed when you said that you had never written one before. Our two long sessions together were really helpful and...now that you've completely re-done the book review on the <u>Battered Child</u>, it is really quite good! You've covered some very useful information and you communicated your ideas clearly. Keep this model in mind as you do more reviews. I realize this was a difficult book for you to read, but your perseverance paid off. 500 527		

ACTIVITY <u>4</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
4. Katia will gain a picture of how the local metropolitan area deals with the problem of child abuse by finding out about all the concerned service agencies and organizations.	Parents Anonymous County Children's Services Division Catalog of local services	4. Comprehensive list of agencies and organizations with brief annotations that indicate purpose and scope of each.
SCHOOL STAFF EVALUATION: You listed the three major agencies that deal with child abuse. Did you make direct contact with each agency so you are aware of differences in addition to those differences mentioned in your annotations?		

ACTIVITY <u>5</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
5. a. Now that Katia has a good general understanding of the nature of child abuse and an awareness of the local service agencies, she will broaden her perspective by investigating the Child Abuse laws. b. Then she will do some statistical research on the number and rate of reported child abuse cases in the county.	State Representatives County Health Department Legal Aid State Revised Statutes	5. a. Clear and simply stated summary of the state law on child abuse (not in obscure legal terminology). b. Graph or chart of the reported county child abuse cases with an indication of whether they have been increasing or decreasing in the past five years.
SCHOOL STAFF EVALUATION: The information you gathered from Children's Services Division is interesting. The differences between the age and sex of abused children is something I had never thought about. 540 541		

ACTIVITY <u>6</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
6. Katia will arrange to interview a representative of the Women's Protective Division in the Police Dept. Prior to the interview, she will develop a list of questions to guide the session.	Police Department Women's Protection Division Tape recorder	6. a. Written list of questions to be evaluated (and revised if necessary) before the interview. <i>School staff certification</i> b. Tape of the entire interview to be evaluated on the basis of Katia's ability to effectively guide the discussion based on her questions.
SCHOOL STAFF EVALUATION: These are good questions, Katia. I'm sorry you couldn't actually get down to the Women's Protective Division of the police, but since you've been there before we'll be satisfied with your telephone interview this time. Your questions did elicit good information. While on the phone could you feel how important your preparation was?		

ACTIVITY 7 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
7. Katia will select a way to become actively involved in this issue. Some possibilities are: • attend a hearing on pending or new legislation • write a letter to a state representative expressing concern, etc. • arrange to make a presentation to a school class explaining the local child abuse problem	State Legislature Local schools State Nurses Association	7. This product will be negotiated when the activity is chosen and arranged.
SCHOOL STAFF EVALUATION: Your letter to our local State Representative is very good, Katia; it is brief, to the point, quite gracious and that's the kind of letter that gets read and listened to. Also, excellent typing! (How did you find a typewriter that spelled so well?!) 541 545		

STUDENT NAME Katia Hillary LIFE SKILLS AREA Critical Thinking
Outdoor School: Camp Redwood/
PROJECT TITLE Nature Study for Sixth Graders COMMUNITY SITE/INSTRUCTOR Bill Gordon, Director

SCHOOL STAFF RATIONALE: Katia is extremely eager to begin working with young children although she's not yet sure whether she wants to become a classroom teacher. Her excitement about being a counselor at Outdoor School is evidenced by the fact that she has initiated this program requesting challenging activities. In her first projects this year, Katia began to show some improvements in her writing skills, especially sentence completion. She still, however, needs to work seriously on spelling. In this project Katia will use the critical thinking process to establish goals and procedures of a lesson plan

STUDENT RATIONALE: based on some prior readings about how children learn. Because Katia has just started working on another project emphasizing math, that won't be emphasized in this project.

I will be going to Outdoor School the 28th of September to the 3rd of October and I hope to learn more about people and teaching while learning about nature.

Starting Date	<u>9/28/75</u>
Target Date	<u>11/7/75</u>
Date Received	<u>11/13/75</u>
Completion Date	<u>11/18/75</u>

PROJECT EVALUATION: Katia, you've done a beautiful job on this project! Your products are displayed so creatively and they show a real ability to substantiate your statements with specific examples. You do need to work on writing a book review, so on your next project we'll remember that. Although you need to work on spelling and typing skills, your actual writing style is so readable, and it successfully involves the reader in a personal way.

RECOMMENDATIONS: Some words to learn to spell: basic, independent, responsibility, multiply, chose, decorate, bottom, terrarium, intelligence, consider. Write each one five times and then bring them to me for a grueling test.

Appendix C
Sample 2

ACTIVITY <u>1</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
1. Before, during and after her experiences at Outdoor School, Katia will involve herself in some background reading about the ways in which children learn. She will choose a book to read and then write a review of it <u>after</u> the week at Outdoor School.	Some suggested books: <u>Help! These Kids Are Driving Me Crazy!</u> <u>How Children Learn</u> <u>How Children Fail</u> <u>The Lives of Children</u> <u>Teacher</u> Public library Bookstore education section	1. Written review of at least one of the books listed, using specific experiences at Outdoor School to illustrate your comments. As you write this review, reflect back on our book review sessions!

SCHOOL STAFF EVALUATION: Although you still really need to work on proper book review form, this one is better than your first draft for the Battered Child. However, you do need to add more "meat" to the review. Refer back to Activity 3 of the Child Abuse project. Remember to always underline a book title. A book review should summarize the main points before you go on to agree and disagree. Then when you do add personal evaluation, you must substantiate what you say by giving examples so the reader knows what you're disagreeing or agreeing with and for what reasons. Make an appointment to talk with me about this.

ACTIVITY <u>2</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
2. Katia will be able to state concisely the purpose of Outdoor School and explain what processes it employs to reach this purpose.	Outdoor Education brochures, etc. Outdoor School District	2. A written statement in less than 100 words accurately describing the goals and procedures of Outdoor School to be certified by the program director. <u>Outdoor School Director certification</u>
SCHOOL STAFF EVALUATION: This is a <u>very</u> well-written statement about the goals of Outdoor School in which you give good general information. Program Director certification accepted. 550 551		

ACTIVITY 3 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
3. Katia will be teaching the sixth graders in one of the established resource groups. For everything she teaches she will: • summarize the intent of the lesson and the materials used • collect samples of work sheets done by the students • show specific examples of what she taught from the Field Study Notebook	Field Study Notebook Resource instructor	3. A two to three-page written report, including summary, examples and work-sheets. Major emphasis for evaluation will be the integration of examples and narrative.
SCHOOL STAFF EVALUATION: Katia, your organization and labeling of the many parts of this activity is superb! The way you so beautifully displayed your samples and then attached the written narrative made it clear and easy to understand in a meaningful way. A very creative effort here! 552 553		

ACTIVITY 4 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
4. Katia will use the entire critical thinking process to design a lesson plan to teach a group to make a terrarium: - State the purpose or goal of the lesson. - Gather as much information as possible about the topic and select what is most important for the students to know. - Think about the entire process of the plan in relation to the goal. - Define the actual step-by-step procedure of the lesson, allowing for flexibility and alternatives. - After having taught the lesson, evaluate the performance of both the students and the teacher, i.e., how will she know whether or no, she and the lesson succeeded?	School staff Outdoor School resources Public library <u>Writing Performance Objectives</u> by Mager Community college education teachers	4. Handwritten lesson plan in accepted format to be evaluated on the quality of the following: - Well thought out goal statement. - Indication of needed materials and supplies, time, location, etc. -d. Complete description of step-by-step process. - Evaluation form and completed evaluation.
SCHOOL STAFF EVALUATION: You came up with an excellent format for the lesson plan and you included everything requested in fine form. Can you see how the critical thinking process can guide you so easily in a task like this? Thank you for bringing in some of the terrariums; their quality certainly attests to the success of your lesson! 554 555		

ACTIVITY <u>5</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
5. Katia will arrange for an evaluation discussion with a member of the school staff concerning her teaching experience with this organized lesson plan, considering the following questions: ● How useful was the planning? ● Did she enjoy the actual teaching? ● What would she do differently next time? ● How does this make her think about teaching as a future career?	School staff	5. Certification of productive discussion. _____ <i>School staff certification</i>
SCHOOL STAFF EVALUATION: I feel that we had an extremely productive and meaningful discussion. You articulate your feelings very clearly and maturely concerning your teaching experience. I'm pleased that you hope to continue in the field of education; based on this project and your positive experiences with children at the museum, I predict success for you. 556 557		

ACTIVITY 6 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
6. Throughout the week at Outdoor School Katia will keep a daily journal that should include the following: ● record of major activities ● personal reaction to each ● statement about the most senseless and most meaningful things that happened each day	Outdoor School experiences Journal notebook	6. Journal to be turned in to school staff and then discussed. _____ <i>School staff certification</i>
SCHOOL STAFF EVALUATION: Your journal of the week is a delight to read. You capture crucial moments and feelings so well and with an informal but lovely style. Spelling is another matter! See me about plans to work on this. 558 559		

STUDENT NAME Katia Hillary LIFE SKILLS AREA Personal/Social Development
PROJECT TITLE Outdoor School Revisited COMMUNITY SITE/INSTRUCTOR Camp Pinecone/
Bill Gordon, Director

SCHOOL STAFF RATIONALE: Katia has already successfully served as counselor at one Outdoor School session and this spring she will attend another. She is still considering alternative methods of teaching and this project will lead her further into the investigation of children's behavior. In addition to teaching in a different area of science, she'll do more reading and continue her work on spelling and book review forms. In this project we will emphasize Katia's personal decision-making process concerning service careers.

STUDENT RATIONALE: I had such a good time at Outdoor School that I want to go back and learn more about teaching the kids and working with other people.

Starting Date	<u>4/18/76</u>
Target Date	<u>6/8/76</u>
Date Received	<u>6/8/76</u>
Completion Date	<u>6/9/76</u>

PROJECT EVALUATION: Katia, again you did a good job on this project. You've learned a lot at Outdoor School that you can apply to other child-oriented work situations. I am convinced that if you seriously consider the teaching profession, you'll do very well. I'm glad you changed a couple of these activities to accommodate the new design of the program. That shows real adaptability, an important skill when you work with creative programs and people. It sounds more challenging and you have a good understanding of the program goals. Throughout this project I've seen consistent improvement in sentence structure. That, in combination with continued work on spelling, has made a big difference in your overall writing skills.

RECOMMENDATIONS: Words to learn to spell: scientific, since, successful, categories, binoculars, certify, competency, resources, field. Writing them five or six times has seemed to help you, so keep it up. I just want to say here that you are to be congratulated for your consistent work in both math and spelling.

Appendix C
Sample 3

ACTIVITY <u>1</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
1. In this project, I'd like you to read two books. The first one is about how classroom teachers can teach environmental issues without leaving the traditional classroom structure. In this book, <u>Teaching for Survival</u>, read the following sections: - Introduction: the Need for Environmental Education - Part I: Environment and Education - Part II: The Uses of the School - Conclusion: Teaching for Survival The other book I'd like you to read is called <u>Teacher</u> and it talks about the effectiveness of teaching students based on their emotional and cultural conditions.	<u>Teaching for Survival</u> by Mark Terry <u>Teacher</u> by Sylvia Ashton-Warner	1. For one of these two books that you read, write a formal review. Refer back to the evaluation in your first Outdoor School project for specifics about book review format. Be sure to come see me with a rough draft before you write the final copy. For the other book, make an appointment with me for an oral discussion of the book. <i>Certification of oral book review</i>
SCHOOL STAFF EVALUATION: Yeah, Katia! Your book reviews are getting much, much better; your first draft showed greater understanding of all the parts of a comprehensive review and your final draft demonstrated real improvement in spelling and grammar to keep it all together. Now that you know everything that goes into a book review, you should begin to add length with more information, examples, comparisons, etc. I know you <u>can</u> do it, because you have all this valuable information in your head--now it's a matter of getting it down on paper.		

ACTIVITY <u>2</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
2. Throughout the week keep a daily log or journal of interesting and/or exciting events. Try to include some informal comparisons with your first week at Outdoor School in the following areas: ● your feelings of personal comfort and confidence with kids ● your relationship with other counselors and staff ● how your personal growth from fall to spring may have changed your perceptions of Outdoor School	Tape recorder or journal notebook	2. This journal can be either written or on tape.
SCHOOL STAFF EVALUATION: Your tape was really fun to listen to, Katia. You are so at ease, even in front of a microphone! I've also noticed that when you've been with us during group presentations. That's rare and admirable for a person of your age. 564 565		

ACTIVITY 3 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
3. Having taught about plants to your fall resource group, this time you will probably be teaching about either water or soil. As you did before, use the critical thinking process to write a complete lesson plan--but this time include specifics about developing your personal teaching skills, such as ability to hold the students' attention, correlation of your plans to the actual lesson, degree of general preparation and organization, etc.	Field Study Notebook Resource instructor Lesson plan format from first Outdoor School project	3. An essay of about two pages that explains how well your lesson met the goals of the lesson plan you've included in the project. Make specific references to your planning and organization, your teaching style and the ways you'd like to improve your teaching skills.
SCHOOL STAFF EVALUATION: It's interesting to read how your resource group duties change with program changes. Sounds like a good new program as it is designed; you wrote a clear explanation of how the new program requirements caused you to make changes in your lesson plans. The changes you describe are in keeping with lots of changes in basic high school curriculum, so there's more of an emphasis on interdisciplinary teaching rather than the traditional separation into academic subjects. 566 567		

ACTIVITY 4 Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
4. I want you to think about the role of the counselor in a live-in situation such as Outdoor School. Some of the things taught at Outdoor School are also manners, writing home, personal hygiene, etc. What if you're teaching the children contradictions to what their parents are trying to teach them? Couldn't this result in real ethical conflicts? For this activity, imagine a possible conflict situation, write it out and then offer possible solutions. Consider how this relates to the Supreme Court decision on school prayers.	Supreme Court decision on school prayers Library/Reader's Guide Counselors Program Director Parents	4. Written description of the conflict with your thoughts about how to handle this situation in particular and then your personal opinion on this subject in general.
SCHOOL STAFF EVALUATION: You've given this issue some really serious thought and I can see that you have an understanding of how people's beliefs can have both a positive and a negative effect on kids. A teacher or counselor is in a potentially powerful position and you do understand how you could find yourself in an ethical dilemma.		

ACTIVITY <u>5</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
5. You need to think about how the organizational and personal relationships among staff create a team structure that makes a healthy situation for the students. a. Draw a diagram of the staff roles and how they relate. b. Keep a record of how staff members interact and indicate which behaviors encourage team work and which hinder.	School counselor	5. a. Diagram that clearly indicates professional relationships. b. Written list of behaviors that encourage or discourage team work.
SCHOOL STAFF EVALUATION: Your diagram is an excellent way to show staff relationships; it is clear and accurate. You have some good ideas about the behaviors that affect team work both positively and negatively. Can you see how some of these same kinds of behaviors can relate to your effectiveness as a teacher? 570 571		

Planned completion ACTIVITY 6 date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA <i>(Specify criteria during negotiation)</i>
6. On your project at the elementary school you were asked to carefully observe the behavior of one student but your data were subjective rather than objective. So this time I'd like you to do approximately the same activity designed to help you understand how children learn and behave. a. Select a student to observe from the beginning to the end of the week. b. Select one or two specific behaviors to observe. c. Gather and graph data. d. At the end of the week, write a summary of behavior patterns and developing attitudes based on the gathered information.	Graph paper Examples of behavior graphs Stone Creek Elementary community instructor Outdoor School counselors	6. a.-c. Chart of behaviors. d. Written analysis of chart. Both of these will be evaluated on your ability to record data objectively and then draw meaningful conclusions from the data.
SCHOOL STAFF EVALUATION: I'm not quite sure I understand your graph of behaviors, but your written commentary is good. Sounds like Cindy was a real challenge. Come see me so we can work on charting information in a clear and meaningful way. This is often a clearly mathematical skill, but it relates to other areas as well.		

ACTIVITY <u>7</u> Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
7. The final activity in this project will be for you to compare your two weeks at Outdoor School in the following areas: • program structure and organization • the teaching skills you've developed between the first and second session • the interpersonal skills you've developed • your evaluation of your own performance	First Outdoor School project School staff Outdoor School Director	7. Product will be negotiated when you return from Outdoor School but keep this in mind while you are there.
SCHOOL STAFF EVALUATION: I'm glad you came to talk to me about this. Your comparisons are sort of brief, but you really brought out some interesting points. Your assessment of self-growth is good and appears to be accurate. It seems like both you and the program made significant changes during this year. You've gained teaching skills as well as some specific ways to get along with the team of people you're working with. 571 575		